

Yarrilee State School

Queensland State School Reporting

2015 School Annual Report



Postal address	15 Scrub Hill Road Hervey Bay 4655
Phone	(07) 4197 7111
Fax	(07) 4197 7100
Email	principal@yarrileess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Sharon McMorrow (Principal)

Principal's foreword

Introduction

This report 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 2015

- Refinement of English and Maths school based curriculum based on ACARA using C2C as a resource.
- Provision of quality differentiated support programs for all students.
- Yarrilee SS named as 1 of 3 State Finalist's in the Showcase Awards for Excellence in Early and Primary Years. This award recognised the school wide program "Warming up to Numbers".
- Implementation of new Australian Curriculum from P-6.
- The 'You Can Do It' program fully implemented with Social Emotional Wellbeing embedded.
- Implementation of reviewed Responsible Behaviour Plan to further embed YCDI goals.
- Continue to build teacher quality through school based learning.
- Implementation of a planned and consistent approach to assessment and moderation.
- Implementation of differentiation practices based on evidence based decisions.
- Instructional Leadership processes fully implemented with teachers learning from and with others.
- Yarrilee State School was successful in its application to become an Independent Public School commencing in 2016.

Future outlook

- Implementation of Guided Reading Blocks 3 times per week with all year levels P-6
- Implementation of consistent approach to Modelled Reading School wide.

- Implementation of Pre and Post testing each term in Numeracy to further identify specific learning needs and misconceptions in student understanding.
- Enhance the instructional leadership process through the provision of classroom observation and feedback for teachers in order to develop consistent and effective teaching practices across the school.
- Further develop the data literacy of all staff to ensure the rigorous analysis of student achievement data to inform responsive teaching. Utilising this information to establish learning goals and targets for each cycle.
- Establish a feedback culture in the school that encourages and assists students to monitor their own learning and set goals for future learning.
- Establishment of a School Council as part of the Independent Public School's Process.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	717	335	382	50	89%
2014	762	370	392	65	90%
2015	735	367	368	73	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program

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		
	2013	2014	2015
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	27	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	50	81	87
Long Suspensions - 6 to 20 days	2	6	3
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In 2015, we further refined and 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 improve learning

2015 saw an increase in the number of staff fully integrating technology into daily routines. Curriculum units of work reflect a range of digital pedagogy and assessment tasks involving the use of multi media. All year levels from Prep to Year 6 have data projectors and Whiteboards and staff continue to share their learning at staff meetings to grow their professional practice. Every classroom has at least five computers for student use and digital microscopes, Bee Bots

and digital cameras also support the learning. Ipads are utilised to enhance student learning in the Junior Years.

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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	89%	89%
this is a good school (S2035)	97%	89%	89%
their child likes being at this school (S2001)	94%	92%	94%
their child feels safe at this school (S2002)	97%	92%	94%
their child's learning needs are being met at this school (S2003)	97%	83%	87%
their child is making good progress at this school (S2004)	97%	81%	83%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	86%	89%
teachers at this school motivate their child to learn (S2007)	100%	89%	87%
teachers at this school treat students fairly (S2008)	100%	85%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	96%
this school works with them to support their child's learning (S2010)	100%	89%	89%
this school takes parents' opinions seriously (S2011)	100%	76%	93%
student behaviour is well managed at this school (S2012)	97%	83%	83%
this school looks for ways to improve (S2013)	100%	91%	91%
this school is well maintained (S2014)	100%	97%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	99%
they like being at their school (S2036)	92%	98%	94%
they feel safe at their school (S2037)	93%	94%	95%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers motivate them to learn (S2038)	97%	99%	96%
their teachers expect them to do their best (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	92%
teachers treat students fairly at their school (S2041)	94%	96%	94%
they can talk to their teachers about their concerns (S2042)	93%	96%	93%
their school takes students' opinions seriously (S2043)	93%	96%	97%
student behaviour is well managed at their school (S2044)	89%	92%	95%
their school looks for ways to improve (S2045)	98%	99%	100%
their school is well maintained (S2046)	95%	98%	94%
their school gives them opportunities to do interesting things (S2047)	97%	98%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	92%	92%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	92%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	92%	98%	96%
staff are well supported at their school (S2075)	90%	87%	87%
their school takes staff opinions seriously (S2076)	94%	82%	87%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	96%	97%	100%
their school gives them opportunities to do interesting things (S2079)	88%	85%	89%

[#] '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

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 have established a parent room in the hall which is utilised as a centre for meeting others, supporting each other and learning about our school. The P&C continue to dedicate 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 have previously been successful in gaining some Landcare grants to replant areas and enhance our school environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	199,703	3,363
2013-2014	191,676	4,056
2014-2015	205,218	

*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.

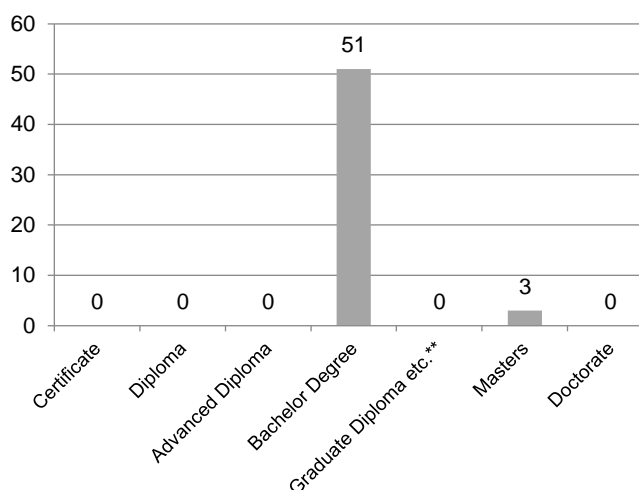
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	29	<5
Full-time equivalents	48	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	54



*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 2015 were \$107,847.88

The major professional development initiatives are as follows:

- Instructional rounds
- School based program development in English and Maths
- Numeracy planning and reflection
- Guided Reading
- Evidence based literacy and numeracy planning

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

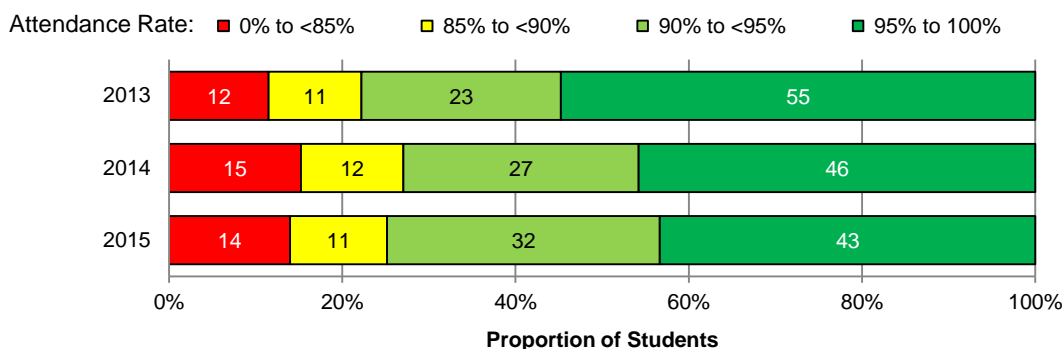
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	92%	94%	94%	94%	93%	94%	93%					
2014	91%	92%	93%	91%	91%	94%	91%	93%					
2015	93%	92%	93%	92%	92%	91%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

**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.

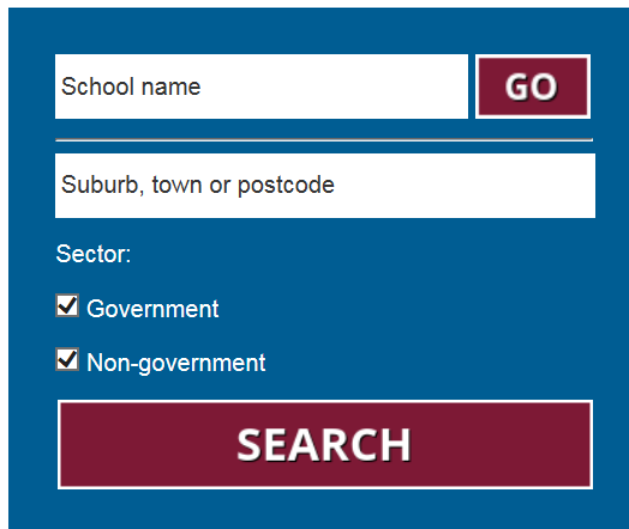
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Our school utilises the system ID Attend for recording, tracking and monitoring student absences. Twice each day rolls are recorded electronically. Text messages are sent to parents notifying of any unexplained absences. The administration staff follow 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 schoolA search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a red 'GO' button next to it. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom is a large red button with the word 'SEARCH' in white capital letters.

School name **GO**

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.