



Yarrilee State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	15 Scrub Hill Road Urraween 4655
Phone	(07) 4197 7111
Fax	(07) 4197 7100
Email	principal@yarrileess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"> the My School website the Queensland Government data website the Queensland Government schools directory website.
Contact person	Sharon McMorrow - Principal

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WEDNESDAY, MAY 30, 2018 (FRASERCOASTCHRONICLE.COM.AU)

YARRILEE STATE SCHOOL

YARRILEE CHEER TEAM PREPARES TO DAZZLE

YARRILEE SS is thrilled to commence a cheerleading program in 2018. Cheerleading is a dynamic and physical activity that involves elements of dance, stunts, (OHS), gymnastics, tumbling (gymnastics) and jump rope (gymnastics) to music. Cheerleading and more is not only physical but also involves a lot of respect, sportsmanship and most importantly teamwork.

After a rigorous audition process throughout term 1 with interested year 4-6 students, our team of 26 students has commenced their training program. On May 1 and 4, our Cheer Team took students participated in a two-day Enrichment Program at the YPS, working with our staff and a qualified cheerleading instructor as they developed and formalized skills and routines. A big thank you to the PCT, who kindly supported our Cheer program by providing the use of their bus to transport our children.

Members of the 2018 Yarrilee Cheer Team go through their paces.

Yarrilee is the only primary school north of Brisbane to have such a program under way. We look forward to sharing more of this fantastic enrichment program with our school community in the coming weeks.

Photo - "Cheer" poses feature all members of the 2018 Yarrilee Cheer team.

FROM GARDEN TO PLATE WITH OUR KITCHEN GARDEN PROGRAM

HERE at Yarrilee we are very proud of our focus on "Developing the Whole Child" and the wonderful culture of inclusivity that supports our school's vision. Our school operates a Staphyria Alexander Kitchen Garden Program.

The program provides our Lighthouse students with the opportunity to learn about food cultivation, preparation and health as students are a part of the process nurturing and cultivating various fruits and vegetables from garden to plate. Students brought care for and to watch their own crops, research, research and prepare, serve up a stone and work with produce direct from their gardens here at Yarrilee.

Last week our students made homemade veggie juice and moved with eggplant rhymes. They also harvested some very tasty cobs of corn from our garden.

Well done to all our clever students.

Photo - "Garden to Plate" program features all members of the 2018 Yarrilee Kitchen Garden Program.

GOLF EXCELLENCE SQUAD TEES OFF

STUDENTS in Years 2 to 6 have the opportunity to participate in a Golf Excellence Program this year at Yarrilee.

Golf is a life long sport that demands the player to demonstrate a high level of social and emotional intelligence and etiquette and with multiple golf courses in close proximity to the school, this is a great opportunity to develop these skills within our students. The program has been developed in partnership with Golf Queensland and a number of Australian PGA Golf Professionals.

After a rigorous selection process we now have our 2018 Golf Excellence Squad in place. Our Golf Excellence Squad students have been involved in a weekly golf training program here at school and at the Hervey Bay Driving Range.

As part of their weekly training students are taught the rules of the game, appropriate golf etiquette as well as golf preparation routines. The training program each term culminates in a game at the Hervey Bay Golf Course. A big thank you to the Hervey Bay PGA, who is donating their country buses to transport our golfers to the driving range and golf course.

Photo - "Golf Excellence Squad" students posing with their golf clubs.

MUSIC ROCKS AT YARRILEE!!!

YARRILEE is very lucky to have a very talented and dedicated music team who provide a range of exciting programs as part of our school music program.

In 2018 we have two school based music teachers, Mrs. Heston and Mr. Frangin as well as visiting specialists Mrs. Conlon for strings and Mr. Wrenn for brass, woodwind and percussion.

Our students have the opportunity to be involved in:

- Junior Program in years 2 to 6 involving weekly lessons
- "Yarrilee Voices" an auditioned performance group for years 4 to 6
- "Yarrilee Voices" - a junior school choir program
- Senior and Junior Rockband Extension Program
- String / String Ensembles
- Concert Band

On March 22 and 23, our talented guitar and vocal students had the opportunity to be involved in a two-day Music Enrichment Program working with guest composers, guitar specialists and their conductors from Brisbane, Sydney and Hervey Bay.

The program culminated in a concert for our whole school community, parents and invited guests where students performed their songs they had learned and composed throughout the two-day program.

Later in the year our junior and senior rock bands will join our guitar and choir students to participate in a school-wide music festival here at school.

Photo - "Yarrilee Voices" performance choir.

ENJOYING THE TECH HUB AND FAB LAB

WE ARE very fortunate here at Yarrilee to have a dedicated "Tech Hub and Fab Lab" with Tech teachers to help students and teachers develop these important skills.

Each week students from across all of the year levels, Prep to Y6, work in these spaces, using a variety of tools and equipment to design, construct, build and code robots and emerging technologies.

In 2018 we will be introducing our school-wide Robotics and Fab Lab programs. Selected students will be identified and encouraged to participate in intensive programs to develop their creative design, construction, building and coding skills as they participate in various challenges and competitions.

● "STEAM Fair" conducted in years 2 to 6 include Junior, Middle and Senior Primary programs, in which children and staff can design, build and code their own robots and create apps.

● "Yarrilee Technology Challenge" in term 2 features a "Robot Challenge". This year our students will also be able to enter our Fab Lab Robotics and Tech Hub located in our new Response Centre to design and make their own robots using software and our 3D printers.

● "Yarrilee Technology Challenge" in term 2 features a "Robot Challenge". This year our students will also be able to enter our Fab Lab Robotics and Tech Hub located in our new Response Centre to design and make their own robots using software and our 3D printers.

Photo - "Tech Hub and Fab Lab" students working on their projects.

INTRODUCING CHEYA AND CONNIE, OUR STORY DOGS

WE ARE very excited to introduce Cheya and Connie as part of the R.E.A.D. Story Dogs Program.

Yarrilee SS is the first state school north of Brisbane to join this wonderful program. American Library Association's Reading Education Program was launched in 1997 in Club USA, as the first comprehensive literacy program that focuses on the reading skills of children and young adults.

Story Dogs are trained children's reading and communication skills by providing a gentle, fun, and safe environment where children can practice their reading skills with a dog. Story Dogs are also trained to provide a gentle, fun, and safe environment where children can practice their reading skills with a dog. Story Dogs are also trained to provide a gentle, fun, and safe environment where children can practice their reading skills with a dog.

Why dogs? Learning to read is often less about intellectual stimulation than about overcoming fears. Cause they help increase relaxation and lower blood pressure, foster attention, do not judge, their own pace, and are less intimidating than people or adults.

We are very excited about being a part of this fantastic program and look forward to expanding this program and welcoming some new Story Dogs to our school in the coming years.

Photo - "Story Dogs" Cheya and Connie.

School overview

Yarrilee SS is a community of learners who feel a strong bond with each other. The school has a safe, warm and welcoming atmosphere where difference is accepted and making a difference is expected. Here the students and staff see themselves not only as Hervey Bay, Queensland and Australian citizens but, more importantly, as global citizens. Leadership qualities are developed and encouraged from a young age. There is a sense of purpose evident in the classrooms where challenging tasks are undertaken in a supportive and nurturing learning environment. Students have an appreciation for the skills and attributes necessary to survive and prosper in modern times. Our whole school community embraces a collective effort to optimise the social, emotional and academic outcomes of all young people, promoting lifelong learning. Yarrilee is committed to the strong foundations of literacy and numeracy and offers engaging curriculum in all key learning areas. We have engaging curriculum offerings, latest pedagogical initiatives, state of the art facilities and a great community of learners where we are all committed to our vision that 'learning is our future'.

School progress towards its goals in 2018

Whole School Reading – Enacting the Vision.

- Collaboratively Enacting the 2018 YSS Balanced Reading Framework.
- Develop a deep understanding of the varied purposes and relationships between Shared, Modelled, Guided and Independent Reading.
- Embed a shared, common and consistent language for Reading Comprehension.
- Develop a deep understanding of Summative, Formative and Diagnostic Reading assessment
- Building teacher capabilities through coaching and pedagogical reflection with year level teams.

Whole School Writing and Word Study – Enacting the Vision.

- Consistent implementation through the explicit teaching of each of the 7 Steps to Writing Success (using I do , We do, You do model)
- Consistent language school wide of the 7 Steps to Writing Success
- Expanding vocabulary development utilising the Literacy Continuum and the Australian Curriculum.
- Building teacher capabilities through coaching and pedagogical reflection with year level teams.

Whole School Numeracy- Enacting the Vision.

- Strengthening and deepening Teacher Knowledge of the Australian Curriculum Mathematics
- Developing teacher capabilities regarding knowledge of the curriculum descriptors and the achievement standards
- Developing pedagogy to enhance the proficiency strands in Numeracy
- Building teacher capabilities through coaching and pedagogical reflection with year level teams.

Whole School STEM and Digital Technology- Enacting the Vision.

- Developing teacher knowledge and capabilities of the Australian Curriculum Technologies.
- Utilise Digi Tech Ambassadors to support teachers in developing confidence, knowledge and understanding of emerging technologies and their link to curriculum, teaching and learning
- Teachers and students to Work collaboratively with the Digi Tech Ambassadors to effectively utilise the Tech Hub, Fab Lab (Robotics and Coding) to enhance teaching and learning school wide.

Future outlook

By the end of 2019 - Repositioning our school from a “data rich culture” to a “data informed and responsive culture” through pedagogical reflection, collaboration, innovation and professional learning.

Whole School Reading – Enacting the Vision

By the end of 2019:

- All teachers to develop a deep understanding in how to interpret Reading Data and improve their Data Literacy capabilities.
- Every teacher having a thorough grasp of the Literacy Continuum Indicators linked to the Balanced Reading Framework. Using these to monitor, track and provide ongoing feedback to students
- Every child moving forward in their Reading Comprehension progress
- Students to be able to understand and indicate what they need to do to move forward in their Reading progress
- All Teachers using YSS Reading Data Tracking electronic tools to monitor Reading progress and target their teaching.
- Building teacher capabilities through coaching and pedagogical reflection with year level teams.

Whole School Numeracy – Enacting the Vision

By the end of 2019:

- All teachers to develop a deep understanding of how to interpret and track student Maths Data and improve their Data Literacy Capabilities in this area
- All teachers to implement effective high yield Numeracy pedagogy through consistent use of school wide materials in line with school wide expectations
- All teachers to be implementing Reactivation Activities into their Maths Programs
- Feedback loops to be strengthened using diagnostic, formative and summative assessment.
- Every child moving forward in their Maths progress and Numeracy capabilities.
- Building teacher capabilities through coaching and pedagogical reflection with year level teams.

Whole School Writing – Enacting the Vision

By the End of 2019:

- Embed the consistent use of 7 Steps to Writing Success.
- Continue to develop a love of writing and positive disposition to writing.
- Reactivate , reactivate, reactivate prior learning with each of the 7 Steps.
- Every child moving forward with their writing and word study progress

Whole School Digital Technology- Enacting the Vision

By the end of 2019:

- All Year level teachers to have trialled and assessed a unit of work focussing on the Australian Curriculum Technologies Strand.
- Teachers to be capable confident and creative users of technology to support the curriculum .
- Teacher Librarian role to evolve to enhance the support of Australian Curriculum Technologies and 21st Century Learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	769	791	845
Girls	376	387	406
Boys	393	404	439
Indigenous	73	83	98
Enrolment continuity (Feb. – Nov.)	89%	92%	91%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Throughout 2018 our school has continued to be in a period of growth as housing developments expand within our catchment zone. The school is tightly enrolment managed to ensure that we have facilities to cater for the families that reside within catchment. Our student population is drawn from the catchment zone which stretches from Eli Waters to Urraween 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, 10.7 % of our students are Indigenous, less than 1% are students who have English as a second language and 9.6% are students with disabilities.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	27	24	26
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 delivery

Our approach to curriculum delivery

In 2018, we continued to further refine 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 Digital Technology. Consistent and planned assessment criteria are integral to all of our units of work and form the basis for year level moderation.

Co-curricular activities

Yarrilee State School prides itself on “Developing the Whole Child” .

In 2018 we continued to implement a range of extra-curricular activities aimed at full participation of students in areas of interest and talent. These included:

- Author visits;
- Maths Challenge;
- Robotics;
- Guitar Groups;
- 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.
- Recycling and Environmental Program
- Stephanie Alexander Kitchen Garden Program

To further enhance the learning opportunities for our students in 2018 we introduced a range of additional Enrichment and Extension Programs aimed at taking our students learning above and beyond the classroom:

- Music Enrichment Days for Choral and Guitars/ Rockband
- Cheerleading Enrichment Days– Preparing for Comp.
- Golf Excellence Squad- sessions at driving range and half days on golf course
- AFL Development Squad- Brisbane Lions visit and workshop
- NRL Development Squad
- STEM Fest – Digital Technology Competition
- Maryborough Technology Challenge
- Reader’s Cup.



How information and communication technologies are used to assist learning

2018 saw the continued increase in the number of staff integrating technology into daily routines. The continuation of Tech Ambassador Roles to support teachers and children develop their confidence and skills with new and emerging technologies has supported this process. 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 through pedagogical reflection to grow their professional practice.

Every classroom has at least five computers for student use. iPads are utilised to enhance student learning in the Junior Years.

At the end of 2018 we continued to transform our school resource centre into a Tech Hub with the addition of further iPad banks and a second lab of computers to compliment the current "Laptop Lab" and "Fab Lab" for coding and robotics.

In 2018 Yarrilee hosted STEM#Fest, a coding and robotics competition for students from Prep to Year 6. Students from a range of local schools travelled to Yarrilee to participate in a full day of competition. Selected students also participated in the Maryborough Technology Challenge securing a number of prizes in various divisions.



Social climate

Overview

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 fully incorporated into the curriculum and embedded into daily practices and routines. At the end of 2018 the updated "You Can Do It- Program Achieve" was trialled with full implementation of the updated program planned for the 2019 school year.

The Code of School Behaviour was reviewed with all staff to ensure continued alignment to our YCDI keys. Our Behaviour Level system reflects the five YCDI keys. Students worked 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.

The whole school participated in the National Day Of Action Against Bullying raising awareness of the importance of reporting incidents of bullying.

In 2018 Yarrilee SS joined the Stymie Schools Program as part of our Student Well Being Program. Stymie is a web based application which enables students to make anonymous notifications about peers they believe are being bullied or harmed.

Stymie is another tool for the school to use to empower students and to further our school's ability to provide a safe and supportive environment.

Our School Chaplain worked with students and year level teams to develop well being programs working with guest speakers and wider community members.

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

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	100%	94%
• this is a good school (S2035)	90%	100%	94%
• their child likes being at this school* (S2001)	93%	97%	94%
• their child feels safe at this school* (S2002)	93%	100%	94%
• their child's learning needs are being met at this school* (S2003)	93%	94%	91%
• their child is making good progress at this school* (S2004)	90%	97%	88%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	88%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	94%
• teachers at this school treat students fairly* (S2008)	90%	94%	84%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	97%
• this school works with them to support their child's learning* (S2010)	93%	97%	91%
• this school takes parents' opinions seriously* (S2011)	86%	100%	82%
• student behaviour is well managed at this school* (S2012)	76%	94%	81%
• this school looks for ways to improve* (S2013)	86%	100%	97%
• this school is well maintained* (S2014)	100%	100%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	93%
• they like being at their school* (S2036)	93%	94%	95%
• they feel safe at their school* (S2037)	93%	92%	87%
• their teachers motivate them to learn* (S2038)	94%	95%	98%
• their teachers expect them to do their best* (S2039)	99%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
• teachers treat students fairly at their school* (S2041)	89%	85%	92%
• they can talk to their teachers about their concerns* (S2042)	91%	86%	90%
• their school takes students' opinions seriously* (S2043)	93%	87%	90%
• student behaviour is well managed at their school* (S2044)	85%	82%	74%
• their school looks for ways to improve* (S2045)	95%	97%	95%
• their school is well maintained* (S2046)	97%	93%	92%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	95%

* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	90%	80%
• they feel that their school is a safe place in which to work (S2070)	95%	95%	91%
• they receive useful feedback about their work at their school (S2071)	87%	85%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	88%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	95%	98%	95%
• student behaviour is well managed at their school (S2074)	95%	90%	84%
• staff are well supported at their school (S2075)	90%	84%	60%
• their school takes staff opinions seriously (S2076)	88%	86%	63%
• their school looks for ways to improve (S2077)	98%	97%	93%
• their school is well maintained (S2078)	97%	97%	89%
• their school gives them opportunities to do interesting things (S2079)	90%	89%	73%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Yarrilee has established a number of productive partnerships within and beyond the school community.

These partnerships include :

- FACC, CQID, IFS
- Galangoor
- Good Start Early Learning Centre and our early childhood feeders
- Youth mentoring
- Chaplaincy Program through Scripture Union
- parenting programs
- Indigenous support (deadly choices),
- RSL
- YSS School Council
- Helping Hands Outside School Hours Care Program.



In 2018 we had a small but active P&C who strived to raise funds to support the school's strategic direction and raise funds to air condition the teaching and learning spaces in the school. At the end of 2018 the P&C were able to air condition the School Resource Centre with further installations planned for the coming year.

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 Enrichment performances 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 at the end of term 1 and term 3 each year.

The school's Facebook page focusses on "bringing the classroom to the parents" for parents who are unable to participate in the day to day activities that occur in classrooms across the school. Regular posts with photos are created focussing on the various learning and engagement activities that occur.

Parents have embraced this form of social media and it has proven to be a highly effective way of involving parents and our wider community in our school.

Respectful relationships education programs

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

"Program Achieve – You Can Do It" provides a school wide basis for further developing healthy and respectful relationships.

Our Guidance Officer and Lower and Upper School Support teachers work with small groups of identified children to develop their social and relationship skills. Support programs are also in place for our parents via our Guidance Officer and School Chaplain.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	45	61	62
Long suspensions – 11 to 20 days	1	4	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

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 sustainability group. We have previously been successful in gaining some Landcare grants to replant areas and enhance our school environment.

We have an active student and staff recycling team who are involved in various recycling and waste management programs and projects throughout the school year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			162,508
Water (kL)			2,040

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

Find a school

Search website

School sector ▼

School type ▼

State ▼

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

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

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	57	35	<5
Full-time equivalents	54	22	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	0
Bachelor degree	53
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$114,828.99.

The major professional development initiatives are as follows:

- Numeracy – Engaging Learners
- Balanced Reading Framework
- Balanced Maths Framework
- The Australian Curriculum – English and Mathematics.
- Surface to Deep Understanding with Data and ICP's

- Exploring the Alignment of A-E Achievement Ratings and understanding the Achievement Standards
- Problems of Practice in Numeracy and Computational Thinking.
- Developing our IPS Vision as a school
- The M in STEM – developing coding and computational thinking
- Reading and Writing Data Literacies
- Catering for Difference
- Digital Technology- coaching and mentoring
- Coaching and Mentoring – Literacy
- Coaching and Mentoring – Numeracy
- Pedagogical Reflection Literacy
- Pedagogical Reflection Numeracy
- Numerate Futures Conference
- Online Festivals including Numeracy, Literacy, Early Childhood
- Age Appropriate Pedagogy.
- Back to Front Maths Webinar Series

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	90%	90%	91%

* 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	2016	2017	2018
Prep	93%	92%	92%
Year 1	93%	93%	92%
Year 2	92%	92%	92%
Year 3	92%	92%	91%
Year 4	93%	92%	93%
Year 5	92%	93%	92%
Year 6	92%	90%	90%

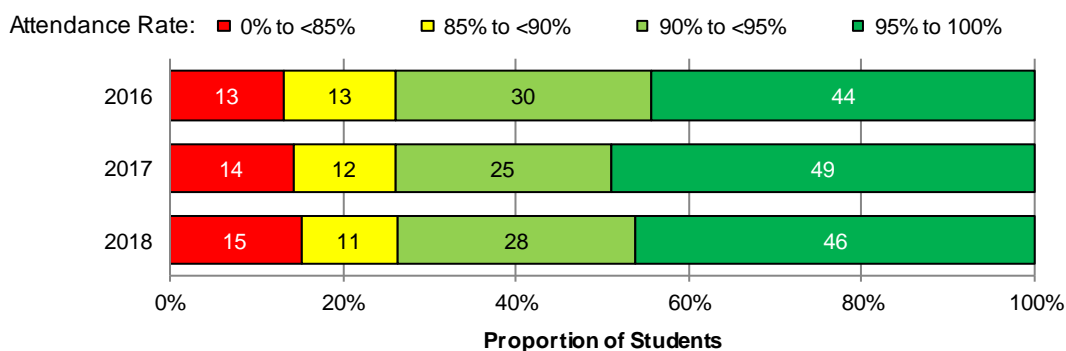
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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 and Facebook articles and reminders about "Every Day Counts" are sent out on a regular basis.

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.

Find a school		Search website	
Search by school name or suburb			Go
School sector ▼	School type ▼	State ▼	

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

View School Profile

- Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.