



Yarrilee State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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 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)



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'.

Principal's Foreword

Introduction

Welcome to the School Annual Report for Yarrilee State School. The intention of this report is to provide parents, staff and the community with a comprehensive but concise picture of our school and the progress we have made towards achieving our goals throughout the 2017 school year.

At all times our focus was on improving student learning outcomes and building teacher capability through curriculum and pedagogical reforms focussing on our ASOT Pedagogical Framework – engaging students and deepening their knowledge.

School Progress towards its goals in 2017

Whole School Reading – Enacting the Vision.

- Literacy Blocks in years P-6 included Guided Reading, responsive to student needs, with high yield comprehension strategies embedded.
- The data literacy of teachers was revisited and strengthened to ensure the effective analysis of reading data and to identify misconceptions in learning
- The Balanced Reading Program in P-6 was reviewed.
- Through coaching, mentoring and pedagogical reflection teachers developed a deep knowledge of high yield literacy pedagogical practices.

Whole School Writing and Word Study – Enacting the Vision.

- The “Seven Steps for Writing Success” commenced implementation across P-6 and teacher capabilities were developed.
- The links between Reading and Writing were strengthened

Whole School Numeracy- Enacting the Vision.

- Pre and Post testing each term in Numeracy was implemented to further identify the specific learning needs and misconceptions in student learning.
- Through coaching, mentoring and pedagogical reflection teachers developed a deep knowledge of high yield numeracy pedagogical practices.

Whole School STEM and Digital Technology- Enacting the Vision.

- Teacher capability and confidence through exposure to new and emerging technologies and digital pedagogy was developed through coaching and co teaching with the STEM/ Digi Mentor and Digi Tech Officer
- Links with USC, Wide Bay Water, researchers in the field, feeder high schools, Indigenous/ environmental agencies were explored to feed into our school programs and provide teachers and students with opportunities to participate in “real life learning” in Science and STEM connected to our local community and environment.

Other School Wide Focus Priorities to Strengthen Teacher Capabilities for 2017

- Regular, fortnightly pedagogical reflection meetings were implemented to engaged year level teams in the reflection of High Yield Pedagogy that leads to improved student learning outcomes.
- The Instructional leadership process was enhanced through the provision of classroom observation and feedback for teachers in order to develop consistent, high yield teaching practices across the school
- The Data Literacy of all staff was further developed to ensure the rigorous analysis of student achievement data to inform responsive teaching. This information was utilised to establish teaching priorities, learning goals and targets for each cycle.
- The development of a reflective, feedback culture in the school was established that encouraged and assisted students and teachers to monitor their own learning and set goals for future learning.
- A School Council was established as part of the Independent Public School's Process

Future Outlook

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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	735	367	368	73	90%
2016	769	376	393	73	89%
2017	791	387	404	83	92%

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

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

Throughout 2017 our school has been in a period of rapid 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% of our students are Indigenous, less than 1% are students who have English as a second language and 8% are students with disabilities.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	23	23
Year 4 – Year 6	26	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017, 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

In 2017 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



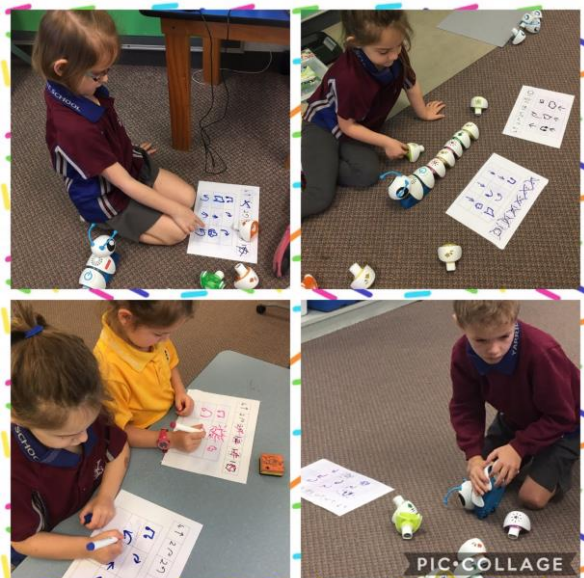
How Information and Communication Technologies are used to Assist Learning

2017 saw the continued increase in the number of staff integrating technology into daily routines. The formation 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.

In 2017 we continued to expand our coding and robotics program through the support of our P&C. Teachers and classes trialled coding programs and emerging technologies in their class and extra-curricular programs. At end of 2017 with the P&C's financial support we established a Tech Hub and FAB lab in our Resource Centre to further support our vision for the coming years.

Selected students participated in the Bundaberg Robotics Challenge and the Maryborough Technology Challenge scooping the prize pool in all events.



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.

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. The School Adopt a Cop worked with Senior School classes on developing protective behaviours in an online environment.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	93%	100%
this is a good school (S2035)	89%	90%	100%
their child likes being at this school* (S2001)	94%	93%	97%
their child feels safe at this school* (S2002)	94%	93%	100%
their child's learning needs are being met at this school* (S2003)	87%	93%	94%
their child is making good progress at this school* (S2004)	83%	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	94%
teachers at this school motivate their child to learn* (S2007)	87%	90%	94%
teachers at this school treat students fairly* (S2008)	89%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	100%
this school works with them to support their child's learning* (S2010)	89%	93%	97%
this school takes parents' opinions seriously* (S2011)	93%	86%	100%
student behaviour is well managed at this school* (S2012)	83%	76%	94%
this school looks for ways to improve* (S2013)	91%	86%	100%
this school is well maintained* (S2014)	98%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	97%	94%
they like being at their school* (S2036)	94%	93%	94%
they feel safe at their school* (S2037)	95%	93%	92%
their teachers motivate them to learn* (S2038)	96%	94%	95%
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	97%
teachers treat students fairly at their school* (S2041)	94%	89%	85%
they can talk to their teachers about their concerns* (S2042)	93%	91%	86%
their school takes students' opinions seriously* (S2043)	97%	93%	87%
student behaviour is well managed at their school* (S2044)	95%	85%	82%
their school looks for ways to improve* (S2045)	100%	95%	97%
their school is well maintained* (S2046)	94%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	93%	90%
they feel that their school is a safe place in which to work (S2070)	98%	95%	95%
they receive useful feedback about their work at their school (S2071)	89%	87%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	93%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	95%	98%
student behaviour is well managed at their school (S2074)	96%	95%	90%
staff are well supported at their school (S2075)	87%	90%	84%
their school takes staff opinions seriously (S2076)	87%	88%	86%
their school looks for ways to improve (S2077)	98%	98%	97%
their school is well maintained (S2078)	100%	97%	97%
their school gives them opportunities to do interesting things (S2079)	89%	90%	89%

* 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

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.

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. The P&C also actively support the school's Digital Technology Program providing ongoing financial support to purchase laptop banks and robotics equipment to enhance the school's vision.

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.

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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	87	45	61
Long Suspensions – 11 to 20 days	3	1	4
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	205,218	10710
2015-2016		9712
2016-2017		

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.

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 <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

Sector:

☒ Government

☒ Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	33	<5
Full-time Equivalents	50	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	51
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$127,368.65.

The major professional development initiatives are as follows:

- Essential Skills for Classroom Management
- 4 Spelling Knowledges
- "Seven Steps of Writing"
- School based program development in English and Maths
- Inquiry Based Learning to Support SWD
- Age Appropriate Pedagogy- Prep
- Guided Reading
- Digital Technology Exploring Maker Space at USC
- Place Value and Base 10 Misconceptions at USC
- "Primary Connections" – the 5 E's
- "You Can Do It" Refresher
- Supporting Students with Disabilities
- Whole School Focus for Numeracy
- Exploring Digital Technology to Enhance STEM
- Literacy of Science Links
- Digital Technology/ STEM- coaching and Mentoring
- Coaching and Mentoring- Numeracy
- Coaching and Mentoring- Literacy
- Pedagogical Reflection Literacy
- Pedagogical Reflection Numeracy
- Robotics and Coding Innov8 Programs.
- Numerate Futures Conference
- Online festivals including Numeracy, Literacy, Catering for Diversity and Early Childhood

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	90%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

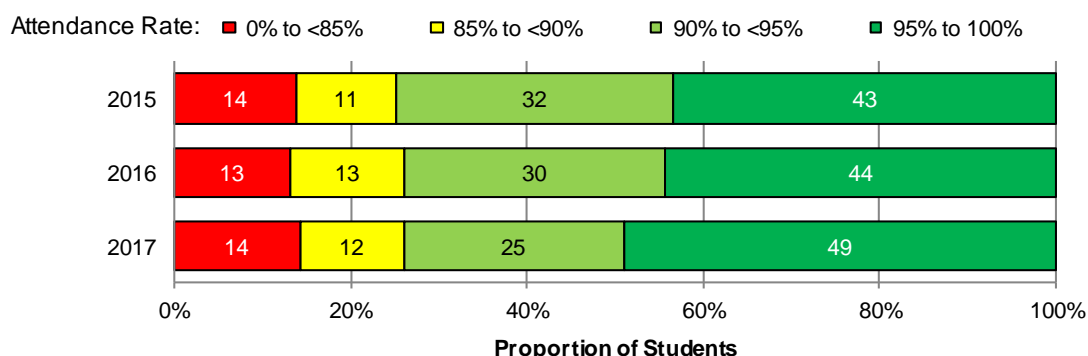
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	93%	92%	92%	91%	93%						
2016	93%	93%	92%	92%	93%	92%	92%						
2017	92%	93%	92%	92%	92%	93%	90%						

*Attendance rates effectively count 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 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.

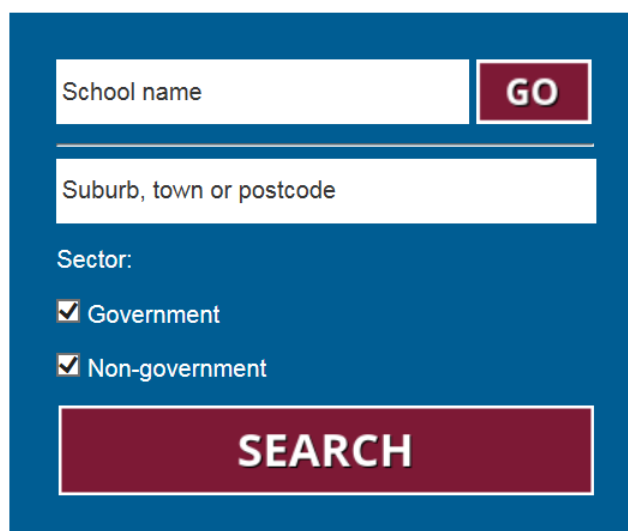
Newsletter articles and reminders about “Every Day Counts” are sent out on a regular basis. The school implements “Attendance Blitz” months each term and rewards 100% and 95-100% student attendance.

NAPLAN

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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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.

