Yarraman State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 19 Yarraman 4614
Phone	(07) 4173 7333
Fax	(07) 4173 7300
Email	principal@yarramanss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Kurt Rose

School overview

The Yarraman P-9 State School's vision is Every Child, Learning and Achieving Everyday. All members of our school community are valued and we welcome their involvement and support. Our commitment is to provide a quality education for all students by setting high expectations of behaviour, academic rigour and achievement. Our major focus for student learning is Literacy and Numeracy. These two areas are at the heart of what we seek to teach. It is our goal for every child to succeed to the absolute best of their ability and accordingly, we provide timely extension activities and intervention for students experiencing difficulty from Prep -Year 9. We offer broad learning experiences across the whole school and the primary students have the advantage of accessing specialist teachers in Science, HPE and Industrial Design. Information Technology is a critical tool for enhancing student learning and Yarraman P- 9 State School is well resourced in this area with interactive whiteboards, school-wide wireless and a 1:1 laptop program for secondary students. The primary school has a class set of laptops and a class set of iPads in mobile carriers available for student engagement. Our teachers are constantly upgrading their skills and knowledge base to offer our students the most advanced curriculum and pedagogy we can. Our teaching team is dedicated to making a difference for each and every child.

As a small rural town, the community has high expectations of the school to provide opportunities for students to engage in a range of extra-curricular activities. Our value added programs include: an intensive support and extension programs for all identified students; an active Student Council - giving our students a voice in school activities; opportunities to participate in sporting activities - swimming; Cattle Club; school and representative sporting carnivals; interschool sport days; school wide Social Emotional Learning programs to develop student social skills and cognitive awareness of their own thinking processes; Agriculture; outdoor education programs and various curriculum based field trips. The school has a chaplain, a school-based nurse, youth support worker and a guidance officer who provide support and guidance to students at risk. The school also accesses the support of outside personnel to support young adolescents and guide their career choices.

School progress towards its goals in 2018

Reading:
Reading data was collected on all students each term. This was aligned to benchmarks and targets to enable support to be provided for students. The school adopted a systematic approach to reading and began unpacking the literacy continuum to identify student goals. The Accelerated Reader program was used extensively in the school. Words Their Way word study program has been introduced across the school from Prep to Year 9 as a complementary strategy to reach our literacy targets.

Australian Curriculum Implementation:
Lesson planning was completed in One Note and included differentiation for students of all levels. Student standards were moderated by teachers in our Cluster schools. The school continues to implement its pedagogical framework to guide practice for staff and ensure consistency across the school.

High Quality Teaching Practices:
The pedagogical framework articulated the school's approach to teaching and this was implemented embracing many elements of high standard teaching practice. The staff and students together with the community continued the implementation of the elements of the PBL (Positive Behaviour for Learning) behaviour management for students with great results. Explicit teaching was practised across the school and was informed by latest evidence-based research by Archer and Hughes. An adoption of this practice by staff has improved standards of instruction. All staff engaged in professional development and implemented personal professional development plans targeting areas of improvement.

Future outlook

There is a continued focus on the improvement of literacy particularly reading. A whole school approach of review, develop and implement will occur across 2019. Staff will collaboratively set targets for every student with the aim for students to demonstrate 1 year's growth. Teachers analyse individual student's current skills and knowledge and identify student gaps. Individual student targets will then be set for each 5 week cycle and teachers will explicitly teach skills to students to demonstrate improved learning outcomes. Goals will be made visual in classrooms, and within a whole school setting to ensure a line of sight in and across classrooms.

Our school Head of Curriculum will continue to implement, and support curriculum alignment with a particular focus on unpacking assessment and how each task links to the Australian Curriculum specifically, the achievement standards. The Head of Curriculum will play a significant role in the development of a whole school moderation process and tracking of C2C unit delivery within a multi-age context.

Teachers are continuing to refine their pedagogical practices to ensure a successful transition of Kindy to Year 2, Year 3 – 5, Year 6 to 7 and Year 9 – 10. Key strategies include the continuing of Playgroup and strengthening partnerships with local primary schools and Nanango State High School.

The continued participation of the entire school community in Positive Behaviour for Learning, continues to be supported by alignment and implementation of current strategies and a whole school approach. Teachers will continue to teach social skills through targeted and needs based programs, rewarding and celebrating appropriate choices to ensure behaviour support strategies are offered and delivered to support students to make appropriate choices.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 9
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	165	163	150
Girls	84	81	79
Boys	81	82	71
Indigenous	20	24	20
Enrolment continuity (Feb. – Nov.)	84%	89%	84%

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

On day 8 2018, at Yarraman P-9 State School, there were 74 secondary students and 86 primary students giving a total of 160 students, according to August census there were 161 students. This was the fifth year that the school did not have year 10 enrolments. Our students come from very diverse family backgrounds with a high percentage from low socioeconomic families and long-term unemployment. There is a high level of transience of students within the school community. Of the 74 secondary students, a high proportion live and travel from neighbouring towns. 14% of students come from Aboriginal or Torres Strait Islander backgrounds.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	18	14
Year 4 – Year 6	23	24	22
Year 7 – Year 10	19	19	17
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 addition, to the Core subjects of English, Mathematics and Science, all students study the KLA's of HASS; Technology; HPE; and the Arts. In Years 8 and 9 students have the option to select 2 of the following electives: Home Economics; Industrial Technology and Design (Wood and Metal); Agriculture; Business and Drama.

At Yarraman, students are involved in:
- Bjelke Petersen Interschool Sport competition.
- Cows Create Careers
- National Numeracy and Literacy Week Activities
- Science Week activities
- Readers Cup competition
- Impact extension programs

Co-curricular activities

Students are able to be involved in the following activities:
- Relay for Life fundraising
- Sporting Schools Program
- Cultural presentations
- Breakfast Club
- Interschool sport
- Cattle Club
- Choir
- Rock Band

How information and communication technologies are used to assist learning

Every teacher has a personal laptop provided by Education Queensland and they use computers for all planning and assessment as well as the development of classroom resources. Teachers are able to access online learning, resources and communicate with other teachers globally. Student learning is intimately bound to the ICT agenda. All students have access to computers for learning. Every classroom has a data projector whilst students in Prep now enjoy a purpose built learning environment supported by assistive technologies. Every classroom has a wireless connection with ICT devices in use across the school.

Social climate

Overview

The school operates a Positive Teaching and Learning program. This program is aligned to the Positive Behaviour for Learning (PB4L) resource. Yarraman P-9 State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school

community. All areas of Yarraman P-9 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Yarraman P-9 State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour: We are –
- **Safe**
- **Trustworthy**
- **Active Learners**
- **Respectful**
- **Successful**

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)	100%	97%	100%
• this is a good school (S2035)	100%	97%	94%
• their child likes being at this school* (S2001)	100%	94%	100%
• their child feels safe at this school* (S2002)	100%	94%	94%
• their child's learning needs are being met at this school* (S2003)	94%	94%	94%
• their child is making good progress at this school* (S2004)	88%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
• teachers at this school treat students fairly* (S2008)	87%	91%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	94%
• this school takes parents' opinions seriously* (S2011)	80%	94%	81%
• student behaviour is well managed at this school* (S2012)	87%	84%	69%
• this school looks for ways to improve* (S2013)	100%	94%	100%
• this school is well maintained* (S2014)	100%	100%	94%

* 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)	93%	94%	97%
• they like being at their school* (S2036)	91%	92%	93%
• they feel safe at their school* (S2037)	93%	92%	91%
• their teachers motivate them to learn* (S2038)	97%	94%	98%
• their teachers expect them to do their best* (S2039)	97%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	91%
• teachers treat students fairly at their school* (S2041)	91%	90%	92%
• they can talk to their teachers about their concerns* (S2042)	89%	82%	83%
• their school takes students' opinions seriously* (S2043)	86%	89%	88%
• student behaviour is well managed at their school* (S2044)	89%	84%	87%
• their school looks for ways to improve* (S2045)	95%	94%	94%
• their school is well maintained* (S2046)	91%	90%	91%
• their school gives them opportunities to do interesting things* (S2047)	87%	89%	91%

* 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)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	93%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	97%
• student behaviour is well managed at their school (S2074)	97%	93%	97%
• staff are well supported at their school (S2075)	90%	100%	97%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	96%	100%

* 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

Parent involvement is actively encouraged. Parent-teacher interviews provide an important avenue to communicate openly about the students' progress and to have input into Individual Curriculum Plans and Support Plans.

Parents demonstrate their support of students by attending a variety of school functions.

The P&C committee meets each month and supports school committees through parent representation. Their involvement in this area of decision-making is significant. A number of parents and community members actively contribute to the school by volunteering at tuckshop, transporting students in various extra-curricular activities, supporting students in classrooms and coaching sport.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs aim to develop student capacity on personal safety and awareness, including identifying and responding to abuse, violence, developing students' knowledge, and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. Outside agencies such as School Based Health Nurse, Adopt A Cop policeman and Youth Support assist in the delivery of these programs, especially in the high school.

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	37	39	29
Long suspensions – 11 to 20 days	0	0	1
Exclusions	1	2	1
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

At Yarraman P-9 State School, we have 41 solar panels installed to reduce our electricity usage from the grid. Staff and required to turn off appliances when leaving the room. This includes lights, heaters and air conditioners. Reverse cycle air conditioners have replaced inefficient bar heaters in most classrooms.

Students and staff are required to report any loss of water through leaking taps or other means.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	72,600	87,775	72,137
Water (kL)		1,748	

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**

Search by school name or suburb	Go

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	15	19	0
Full-time equivalents	13	11	0

*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	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	11
Diploma	3
Certificate	4

*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 $21127.99

The major professional development initiatives are as follows:

- The Teaching of Reading
- Coaching and Leadership Skills
- Leading Assessment and Curriculum
- Data Analysis
- One Note Training
- National Schools Improvement Tool
- Effective Instruction and Leadership
- First Aid
- Risk Management
- QELi Developing Leadership Capability Program

The total funds expended on teacher professional development in 2017 were $12420

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Reading Centre – Embedding Reading in everyday teaching
- First Aid
- Effective teaching strategies for students with Autism
- QELi and CLaW Developing Leadership Capability through Leading Literacy Program
- Feedback to inform teaching and learning.
- Beginning Teacher Conference and Professional Development
- NAPLAN On-line readiness
- QASP – Annual Conference
- State Schooling Principals Conference

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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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 P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	89%
Attendance rate for Indigenous** students at this school	81%	88%	84%

* 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%	93%	88%
Year 1	90%	93%	89%
Year 2	89%	91%	89%
Year 3	95%	90%	95%
Year 4	90%	94%	83%
Year 5	89%	93%	93%
Year 6	91%	89%	88%

Year level	2016	2017	2018
Year 7	86%	94%	89%
Year 8	90%	85%	91%
Year 9	84%	86%	83%
Year 10	DW	100%	
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
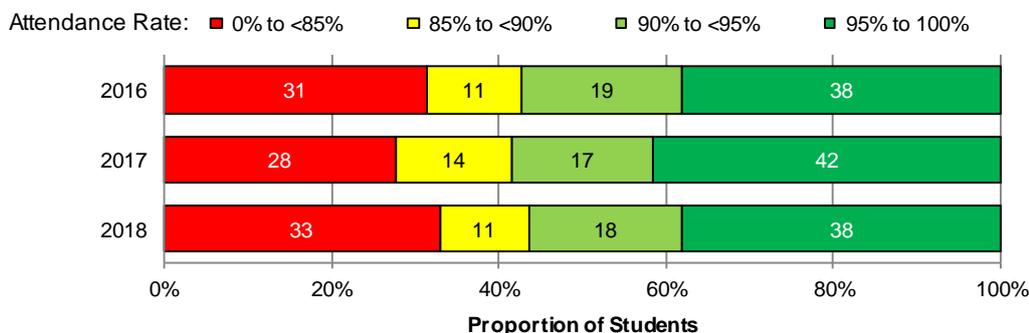
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the DET 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.
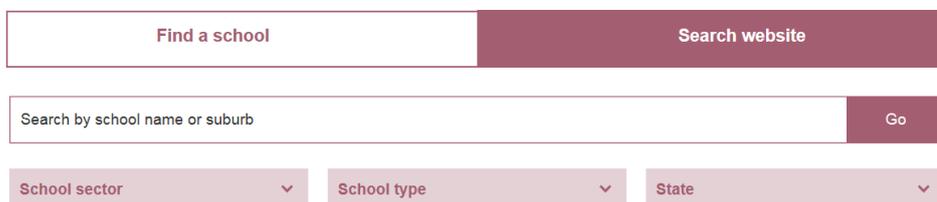
At Yarraman P-9 State School an Enrolment Attendance Officer is employed for 15 hours per week. Text messages from MGM (our attendance alerting system) are sent to students with unexplained absences asking them to contact the school. The Principal and the Enrolment Attendance Officer follow up with phone calls, text messages and letters to resolve non-attendance issues. Students are provided with letters to inform parent of unexplained absences. Additional media was developed to enhance the message that Every Day Counts.

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 ⌄

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.