

Yarraman State School

ANNUAL REPORT 2017

Queensland State School Reporting

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



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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 all 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 program to develop student social skills and cognitive awareness of their own thinking processes; environmental awareness education - recycling program and 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.

Principal's Foreword

Introduction

This report outlines the many significant achievements celebrated throughout the 2017 school year and also details our very strong commitment to the provision of a quality education and a supportive school environment where all students are encouraged to 'Strive to Excel'.

This report also details information about our school curriculum, including the extra-curricular activities available to students to give breadth to their learning. It details the progress made in literacy and numeracy through improvement in the students' results in the National Assessment Program in Literacy and Numeracy (NAPLAN) for 2017.

The 2017 school year witnessed many highlights at our school and this report acknowledges the dedication and commitment of our staff as they worked tirelessly to provide the very best education every student attending Yarraman P-9 State School.

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 continuing with the First Steps in Reading program. 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 ensured high standards of instruction.

All staff engaged in professional development and implemented personal professional development plans targeting areas of improvement.

Future Outlook

2018 Priorities:

The priorities for 2018 align with the State Schools Strategy 2018 – 2022.

High Standards

At Yarraman P-9 State School this involves Sharing Practice, Developing Expert Teaching Teams and Collaborative Planning, in order to continue with high standards in behaviour, teaching and learning.

Engaged Partners

The implementation of Parent and Community Engagement Framework is a focus. Parent involvement in school life and student learning is a high priority. Other partners in our cluster of schools including our feeder schools Blackbutt SS, Benarkin SS and Cooyar SS as well as Nanango SHS as the school into which our students feed will be a focus for the various transition programs ensuring success for students at these junctures.

Great People

The continued implementation of the Pedagogical Framework across all KLA's and in all classrooms will ensure a high standard of practice. The commitment of the staff to the reflective practices including observation, feedback and coaching will continue to ensure a high standard of teaching and learning.

Successful Learners

The school will continue to develop rigorous assessment programs in numeracy and literacy to focus attention on data driven outcomes to ensure student success. Implementation of the QSIL (Quality Schools Inclusive Leaders) program will ensure the needs of all student of all levels are managed and provided for.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 9

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	195	96	99	23	83%
2016	165	84	81	20	84%
2017	163	81	82	24	89%

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

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

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

At Yarraman P-9 State School, in 2017 on Day 8 there were 75 secondary student and 86 primary students giving a total of 161 students, in the August census there were 161 students. This was the fourth 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 75 secondary students, a high proportion live and travel from neighbouring towns. 16% of students come from Aboriginal or Torres Strait Islander backgrounds.

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	17	18	18
Year 4 – Year 6	17	23	24
Year 7 – Year 10	20	19	19
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Co-curricular Activities

In addition to the Core subjects of English, Mathematics and Science, all students study the KLA's of SOSE; Technology; HPE; Arts; Music.

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

Extra curricula 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 an interactive data projector. A number of staff have completed additional training in digital pedagogies.

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 (PBL) 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.

This 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

Which lead to our students being **Successful**.

Yarraman P-9 State School has reward systems in place using VIVOs and good behaviour points tracking system: Good behaviour is consistently reinforced and rewarded.

LOSS OF GOOD STANDING: Student who display unacceptable behaviour, have Loss of Good Standing within our school. Students who lose Good Standing forfeit a number of privileges within our school.

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Yarraman has a specific policy on Bullying. This policy and related resources are available to view on the school's webpage

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)	94%	100%	97%
this is a good school (S2035)	88%	100%	97%
their child likes being at this school* (S2001)	94%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	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)	75%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	94%
teachers at this school motivate their child to learn* (S2007)	88%	93%	100%
teachers at this school treat students fairly* (S2008)	88%	87%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	87%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	88%	80%	94%
student behaviour is well managed at this school* (S2012)	75%	87%	84%
this school looks for ways to improve* (S2013)	93%	100%	94%
this school is well maintained* (S2014)	100%	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)	93%	93%	94%
they like being at their school* (S2036)	87%	91%	92%
they feel safe at their school* (S2037)	93%	93%	92%
their teachers motivate them to learn* (S2038)	90%	97%	94%
their teachers expect them to do their best* (S2039)	97%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	96%
teachers treat students fairly at their school* (S2041)	88%	91%	90%
they can talk to their teachers about their concerns* (S2042)	80%	89%	82%
their school takes students' opinions seriously* (S2043)	80%	86%	89%
student behaviour is well managed at their school* (S2044)	85%	89%	84%
their school looks for ways to improve* (S2045)	98%	95%	94%
their school is well maintained* (S2046)	90%	91%	90%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%
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)	97%	93%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	93%	97%	93%
staff are well supported at their school (S2075)	93%	90%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	96%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017

'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 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 and violence and 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

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	34	37	39
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	69,339	
2015-2016	72,600	
2016-2017	87,775	1,748

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	15	19	<5
Full-time Equivalents	13	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	5
Bachelor degree	9

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	1
Certificate	

*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 \$12420.

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

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

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$9443

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Maximising Achievement Potential
- Chemical Accreditation for Science Teacher
- First Aid all teachers
- Effective Teaching and Reading Foundations
- Feedback to inform teaching and learning.

The proportion of the teaching staff involved in professional development activities during 2016 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.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	81%	88%

*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 P-10/P-12 schools was 90%.

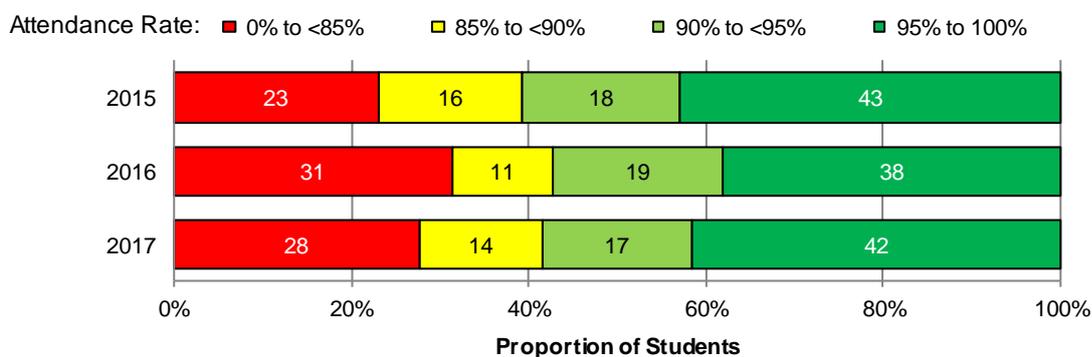
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	90%	93%	88%	91%	91%	92%	90%	87%	89%			
2016	93%	90%	89%	95%	90%	89%	91%	86%	90%	84%	DW		
2017	93%	93%	91%	90%	94%	93%	89%	94%	85%	86%	100%		

*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.

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.

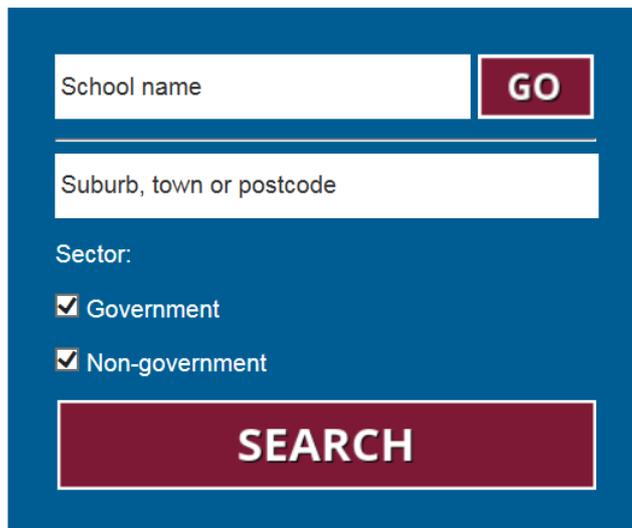
At Yarraman P-9 State School an Enrolment Attendance Officer is employed for 15 hours per week. Text messages from MGM (our attendance alerting system) are sent to students with unexplained absences asking them to contact the school. The Principal and the Enrolment Attendance Officer follow up with phone 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 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



School name

Suburb, town or postcode

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 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.