Yelarbon State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Yelarbon State School is an Independent Public School situated in the small township of Yelarbon, 50 kilometres east of Goondiwindi on the Cunningham Highway, in the Darling Downs South West Region. With an enrolment of around 40 students we are the smallest and most southern Independent Public School in Queensland.

In 2018 the enrolment of approximately 40 students was taught in three multi-age settings comprising preparatory to year one, years two/three/four and years five/six. The school was staffed with a teaching principal (prep to year one), a fulltime classroom teacher, three part-time classroom teachers, three teacher aides, a cleaner, schools officer and an administration officer. In 2018 a music specialist, a LOTE teacher (French) and the Advisory Visiting Teacher (AVT/SWD) visited once a week, with guidance officers and speech pathologists visiting as needed. Additional teacher aide hours were provided to support students with disabilities.

Our school wide expectations are –

We are safe! We are respectful! We are learners! We are a team! WE CAN DO IT!

School progress towards its goals in 2018

	STRATEGIES and TARGETS	
Priority #1 **Capability Development**	Continue to build teacher capability in data literacy to enable deeper understandings of data and the implications for learning.	Partial implementation – to be continued in 2019
	Review processes of coaching, mentoring and feedback to build capability on-site and to ensure agreed high-yield strategies are included in planning and implemented in classroom practice.	Partial implementation – to be completed in 2019
	Build staff capability in the teaching of STEM to develop student's data literacy, increase student engagement and lift student performance in STEM.	Successfully implemented – will continue in 2019
	Continue to build staff capability in order to meet the learning and wellbeing needs of students and staff.	Partial implementation – to be completed in 2019
Priority #2 **Consistency of practice**	Establish and embed agreed process for developing curriculum units that have a strong alignment with the rigour and intent of the AC (V8) and ensure vertical alignment of the curriculum across the school.	Partial implementation - to be continued in 2019
	Ensure the school's pedagogical framework reflects agreed high-yield strategies, is considered in curriculum planning processes and is consistently implemented in all classrooms.	Partial implementation - to be continued in 2019
	Develop and maintain a whole school approach to moderation to support consistency of teacher judgments and comparability of reported results.	Partial implementation - to be continued in 2019
Priority #3 **Collaborative Work**	Establish collaborative networks to develop teacher's knowledge in the Explicit Improvement Agenda and improve student outcomes.	Partial implementation - to be continued in 2019
	Establish collaborative networks to drive whole school improvement.	To be continued in 2019
	Establish collaborative networks to support the implementation of both the STEM and Languages agendas.	Successfully implemented in 2018
	Build on collaborative networks to support the delivery of the eKindy Pod, that provides a kindergarten program and supports school readiness.	Successfully implemented in 2018 – eKindy Pods to continue in 2019
	Establish a collaborative case-management approach to supporting student achievement and progress.	Implemented in 2018
	Continue to provide opportunities for parents to be genuine partners in their child's education and the life of the school.	Partially implemented in 2018 – funding received to support parent engagement project (2019 – 2021)

Future outlook

PRIORITY	STRATEGIES	TARGETS
Priority #1 **Capability Development**	Continue to build teacher capability in data literacy to enable deeper understandings of data and the implications for learning. Review processes of coaching, mentoring and feedback to build capability on-site and to ensure agreed high-yield strategies are included in planning and implemented in classroom practice. Build staff capability in the teaching of STEM to develop student's data literacy, increase student engagement and lift student performance in STEM. Continue to build staff capability in order to meet the learning and wellbeing needs of students and staff.	*All staff engage in a meaningful Annual Performance Review process *All staff participate in professional learning programs, collaborate with colleagues and act on feedback about how to better help students achieve their best. *All teachers demonstrate changes in knowledge and understanding, and in teaching practice (including the use of high yield strategies). *Senior Teachers and Experienced Senior Teachers take on curriculum leadership roles across the school. *85% or more students achieve at a 'C' or above
Priority #2 **Consistency of practice**	Establish and embed agreed process for developing curriculum units that have a strong alignment with the rigour and intent of the AC (V8) and ensure vertical alignment of the curriculum across the school. Ensure the school's pedagogical framework reflects agreed high-yield strategies, is considered in curriculum planning processes and is consistently implemented in all classrooms. Develop and maintain a whole school approach to moderation to support consistency of teacher judgments and comparability of reported results.	*All teacher planning reflects agreed processes for curriculum planning *All teachers demonstrate use of high-yield strategies in both planning and teaching *85% or more students achieve at a 'C' or above
Priority #3 **Collaborative Work**	Establish collaborative networks to develop teacher's knowledge in the Explicit Improvement Agenda and improve student outcomes. Establish collaborative networks to drive whole school improvement. Establish collaborative networks to support the implementation of both the STEM and Languages agendas. Build on collaborative networks to support the delivery of the eKindy Pod, that provides a kindergarten program and supports school readiness. Establish a collaborative case-management approach to supporting student achievement and progress. Continue to provide opportunities for parents to be genuine partners in their child's education and the life of the school.	*All staff engage in collaborative networks to drive student and school improvement. *School Opinion Surveys show that parents feel well informed about their child's education. *School Opinion Surveys show that staff feel more involved in whole school decision making. *85% or more students achieve at a 'C' or above

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   P-6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	37	41
Girls	16	18	18
Boys	20	19	23
Indigenous	1	1	3
Enrolment continuity (Feb. – Nov.)	88%	86%	95%

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

In 2018 Yelarbon State School had –

*33% of our student cohort live on rural properties surrounding the township of Yelarbon

*33% of our student families are owners of farming and grazing properties, 10% are employed on farming and grazing properties,10% are government employees, 3% are self-employed, and 10% work outside of Yelarbon in either small business or the mines

*100% of prep students participated in our eKindy pod (two days per week), a partnership between Yelarbon SS, Brisbane School of Distance Education and BUSHKids.

*The majority of students moving on to Junior Secondary travelled by bus to attend either Inglewood State P – 10 School (40km away), Goondiwindi State High School or St Mary's Parish School in Goondiwindi (50 km away).

*Students residing in town are all in walking distance of the school

*All 'out of town' students travel by private car.

*Special needs students are integrated into the mainstream classroom. All special needs students have an Individual Education Program. An advisory visiting teacher visits once a week to work with special needs students

*Between 10 – 15% of our students' parents or grandparents attended Yelarbon State School

*The school has an 'Index of Community Socio-Educational Advantage' value of 972 with 36% of our students in the bottom quarter, 52% in the two middle quarters and 11% in the top quarter

*Student behaviour is good, with no School Disciplinary Absences in 2018 and most students receiving an 'Excellent' or 'Very good' for behaviour on their Report Cards

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	12	13	13	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.
Year 4 – Year 6	13	11	15	

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings –
- ACARA – currently implementing English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, Languages, Technologies and The Arts across all year levels
- Languages (French) is offered from prep to year six
- Guitar lessons are offered to all students in years 4/5/6
- Effective and supported multi-age classrooms – the narrow spread of year levels (P/1; 2/3/4; 5/6) in these multi-age classrooms has made them more effective
- Integrated approach to the use of ICTs across all year levels.
- Skilled teachers – Key Learning Areas have been shared between teachers in the middle and upper years (ie. One teacher is responsible for English and the other for Maths)
- An eKindy pod, a partnership between Brisbane School of Distance Education, Yelarbon SS and BUSHKids is offered to eligible students for two days per week throughout the school year.
- Brisbane School of Distance Education IMPACT BOOSTER/UNIFY online programs are offered to selected students in years 3 – 6 in Literacy, Numeracy and STEM

Co-curricular activities

- Community and Culture
    - Yelarbon Community ANZAC Day Service
    - Inglewood Show Display
    - Goondiwindi Show Display
    - NAIDOC Day at Inglewood
    - Bastille Day
    - Book Week
    - Outdoor Classroom Day
- The Arts
    - Goondiwindi Apex Eisteddfod - Whole School Choir; Recorder Ensemble; Percussion ensemble
    - Guitar lessons for students in years 4 – 6
    - Arts Council
    - End of year school concert
- Health, Sports and Well-being
    - MacIntyre Zone Sports trials
    - Whole school participation in MacIntyre Small Schools Athletics Carnival
    - Sporting Schools program ('in school' coaching in sports such as Tennis, Rugby League, and Athletics)
    - Swimming lessons in term one and term four (10 lessons per term) in Goondiwindi
    - Visit from Life Education van
    - Healthy Mindset for Super Kids program (Year 6)
- Camps
    - Whole School Camp (Prep to year 6)
- STEM Opportunities
    - BSDE UNIFY – STEM online learning project
- Extension Opportunities
    - MacIntyre Young Writers' workshops
    - BSDE BOOSTER/UNIFY online learning opportunities

How information and communication technologies are used to assist learning

At Yelarbon State School, ICTs are used as part of the explicit teaching process. All teachers use ICTs to support contemporary teaching and learning practices. Yelarbon State School is well resourced with the latest digital technology resources, including Interactive LCD screens, desktop computers, laptops, data projectors, iPads and a wireless network. A computer-student ratio of 1:2 in all classroom spaces allows students ready access to computers to assist their learning.

Teachers at Yelarbon State School -

☐ Use ICT to engage and empower students to transform the ways they think and learn, and to give them greater control over how, where and when they learn.

☐ Help learners to become skilful in safe, legal and ethical use of technologies and digital resources to learn new concepts, deepen understandings, collaborate and create new ideas and knowledge

☐ Build the skills and capacities of learners, enabling them to function effectively and productively in technology-rich learning environments and the world they live

☐ Ensure their classroom planning indicates how they engage with ICTs as part of the General Capabilities of the National Curriculum

All classes make regular use of 'ready-to-go' or 'teacher developed' Virtual Classrooms, providing 'anytime, anywhere' differentiated learning for our students. Identified students in years 3 – 6 participate in online learning programs through the Brisbane School of Distance Education IMPACT projects.

Social climate

Overview

At Yelarbon State School, we believe that creating a 'safe, supportive, inclusive and connected learning environment' is one of the foundations to learning and achieving. High standards of student behaviour are a precondition for learning.

Our school wide expectations, 'We are safe. We are respectful. We are learners. We are a team. WE CAN DO IT!' are explicitly taught throughout the school year.

In 2018, the *Healthy Mindset for Super Kids* program was delivered to our year six students to support their transition to high school.

Parents are encouraged to volunteer in the classroom, assist with extra-curricula activities and become involved in either the School Council or the Parents and Citizens Association. From 2019, a Fair Education/Schools Plus project to support children and empower families to transition to school through engagement in kindergarten in our rural community will be implemented.

2018 School Opinion Survey data indicates that –

- 100% of parents/caregivers agree that their child feels safe at this school
- 100% of students agree that they feel safe at this school
- 100% of parents/caregivers and students agree that teachers at this school treat students fairly
- 100% of parents/caregivers and students agree that behaviour is well managed at this school
- 100% of parents/caregivers agree that their child likes being at this school
- 100% of students agree that they like being at this school

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%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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.

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

At Yelarbon State School we believe that it is vitally important that the parents be actively involved not only in their own child's education but in the school as a whole.

Our P&C Association and School Council are very active, supporting the learning and environment of our students. These parent bodies are integral partners in the improvement planning of our school with the maintenance of our school oval, one of their passions.

Our school offers twice yearly Report Cards and interviews with parents and caregivers.

We provide a weekly Newsletter which assists in keeping families up to date with current and upcoming school events. Newsletters are available on our school website, emailed to parents and interested community members and sent home with students. Our school Facebook informs readers when the Newsletter has been published and of current and upcoming events.

Our sporting calendar, also involves many parents with high attendance at our Athletics Carnivals, Small Schools Swimming Carnival and Cross Country day.

A 'Celebration of Learning' is held at the end of each term providing students with the opportunity to share their learnings with parents and community members. These are always well attended and well received.

In 2018, we continued to open our doors to the wider school community by offering an eKindy Pod to eligible kindergarten aged children within our community. This partnership with Early Childhood Education and Care, the Department of Education, BUSHKids and the Brisbane School of Distance Education supports children and families make the transition to school. At the end of 2018, we received Schools Plus Funding to support the delivery of eKindy and to promote parental engagement over the next three years.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.
- Respectful relationships programs are embedded into the Health and Physical Education curriculum across all year levels.
- BUSHKids, Rural Sky and Care Goondiwindi play a role in supporting our whole-school approach to respectful relationships
- Supporting workshops and programs include
  - You Can Do It!
  - Bullying! NO WAY! Website
  - Growth Mindsets for Super Kids program

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	0	0	0
Long suspensions – 11 to 20 days	0	0	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

Our school uses environmentally friendly technology, such as energy efficient lights and solar energy in order to reduce our footprint. Water efficient gardens have been established with the use of plants and mulch which reduce water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		4,206	
Water (kL)	1,166		5,794

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	6	6	0
Full-time equivalents	3	4	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	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	5
Diploma	1
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 $6000.00

The major professional development initiatives are as follows:

- QELi Small School Principal Leadership
- Supporting students with a Hearing Impairment
- Supporting students with Autism
- Purposeful use of data
- Age Appropriate Pedagogies
- NAPLAN Online

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.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	94%	91%	91%
Attendance rate for Indigenous** students at this school	DW	68%	85%

* 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.

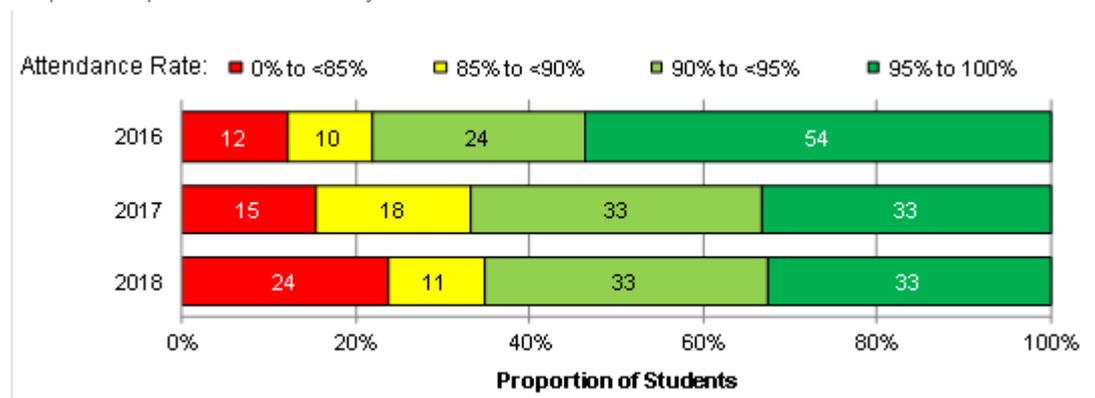Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	92%	88%
Year 1	94%	84%	93%
Year 2	94%	94%	89%
Year 3	97%	88%	95%
Year 4	97%	95%	89%
Year 5	89%	94%	93%
Year 6	97%	91%	92%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	10	24	54
2017	15	18	33	33
2018	24	11	33	33

Proportion of Students (0% – 100%)

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. Yelarbon State School manages attendance by -

- Communicating the school's attendance policy through school newsletters etc
- Highlighting our attendance targets in school newsletters
- Class Rolls are marked twice daily (commencement of morning and afternoon sessions). Absences and 'explanations' are recorded using the DET guidelines. Parents are notified of student absence through a phone call or a text message and asked to advise of reason for absence.
- Patterns of unexplained absences are followed up with phone calls.

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.