Principal’s foreword

Introduction

At Yelarbon State School we endeavour to provide each of the students within our community with the confidence, competence, pride and self-motivation necessary to enable them to achieve their individual potential, and prepare them for their many roles as citizens of the 21st century.

Yelarbon State School is a band 5 school situated in the small township of Yelarbon, 50 kilometres east of Goondiwindi on the Cunningham Highway, in the Darling Downs South West Region. The school was opened in 1912 and will celebrate its school centenary in 2012. The current enrolment of 36 students is taught in two multi-age settings comprising Preparatory to year three and year four to seven. In 2011 our school was staffed with a teaching principal (years 4–7), fulltime prep-year 3 teacher, part-time year 4 to 7 teacher, two teacher aides, a cleaner, schools officer and an administration officer. In 2011 a music specialist and a LOTE (French) teacher visited once a week, with guidance officers, speech pathologists, and advisory visiting teachers visiting as needed. Additional teacher aide hours are provided to support students with disabilities.

Our School Curriculum Framework was reviewed in 2010 with Preparatory year students working under the Early Years Curriculum Guidelines, whilst the Year 1 – 7 curriculum consists of eight Key Learning Areas. At Yelarbon we place a strong emphasis on the teaching of Literacy, Numeracy, Science and ICTs.

Yelarbon State School provides its students with a safe and engaging learning environment that will allow them to develop their academic and social skills both within a school context and within the broader community.

Our school ethos is one that is built on community partnerships, innovation and ideas, improved results, environmental sustainability and health, safety and wellbeing and drives our ‘no excuses’ school vision, ‘Say YES at Yelarbon!’

Yelarbon - Educating environmentally
Sustainable, smart, safe, social students!

School progress towards its goals in 2011

Say YES to improved results!
In 2011 staff continued to teach, assess and report using the Early Years Curriculum Guidelines for Prep and the Queensland Essential Learnings and Standards for years 1 to 7. Staff used resources from the ‘Roadmap for Prep – Year 10’, Queensland Studies Authority and the Teaching and Learning Branch to support teaching and learning in all Key Learning Areas.
Staff prepared for the implementation of the National Curriculum, for English, Mathematics and Science in 2012. As Education Queensland’s Curriculum to Classroom (C2C) units became available, providing the WHAT, staff began to explore the HOW, identifying areas they may need support with. A strong emphasis was placed on the importance of good teacher pedagogy and explicit teaching and learning strategies.
The school’s Spelling Program was reviewed and revised to ensure alignment with the Australian Curriculum. Prep students were introduced to the alphabet through Letterland and The Soundway was implemented in years 1 - 7. Professional development opportunities around phonemic awareness were investigated, with a decision to train ALL staff in Cued Articulation early in 2012.

Say YES to Community Partnerships!
Our school website continued to be regularly updated.
Weekly newsletters were sent home with students, published on the school website, and made available to the wider community at the local Post Office.
Our P&C continued to provide support throughout the year through fundraising ventures and working bees.
Students participated in the local community ANZAC Day service, the Inglewood Show, the Waggamba Landcare competition, and the Goondiwindi Apex Eisteddfod.
A school Centenary Committee was established and planning and preparations commenced for the Centenary celebrations in September 2012. This event was promoted through local media, our Facebook page and our school website.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT
Queensland State School Reporting – 2011
Yelarbon State School (1346)

Say YES to Environmental Sustainability!
Our school continued to implement strategies from our SEMP (School Environmental Management Program) and we worked to reduce our environmental footprint and increase both student and community awareness of environmental sustainability.
Our school captains attended an Earth Smart Science Leadership camp at Lake Columboula Environmental Education Centre. As a result of our efforts we had a noted decrease in both our energy and water consumption.

Say YES to Health, Safety and Wellbeing!
Our school became an Active After School Communities site. A free healthy afternoon tea and a sixty minute physical activity session were provided twice a week for seven weeks each term.
Teachers participated in Daily Phys Ed professional development.
Students in years 6/7 attended an Internet Safety Awareness session in Goondiwindi.
Students in the senior class participated in a three day Adventure style leadership camp at Aratula.

Say YES to Innovation and Ideas!
All staff were encouraged to use ICTs to support them in their work role and to support individualised learning.
All staff participated in online professional development opportunities both through The Learning Place and iConnect.
Teacher developed EdStudios were used in the junior classroom providing differentiated learning.
Admin staff prepared for the rollover to OneSchool Finance. Teaching staff began to explore the Curriculum to Classroom units of work as they became available in OneSchool.
All teaching staff participated in the Symphony of Teaching and Learning professional development.

Future outlook

In 2012 our school is focusing on:
**School and student performance in Literacy, Numeracy and Science** by setting an expectation where learning is the number one focus and the norm is orderly instructional learning environments, use of explicit teaching strategies and teacher efficacy and ensuring implementation of early intervention strategies. The Australian Curriculum is being implemented in English, Maths and Science through the adaptation of the Curriculum to Classroom units. Class groupings and teacher staffing has been restructured to support the effective implementation of these units and to ensure compliance with time allocations for English, Maths and Science for all year levels.

A strong whole-school focus has been placed on the explicit teaching of Spelling. All teachers and teacher aides were trained in Cued Articulation early in the year. This strategy heavily complements the Letterland (Prep and Year One) and The Soundway (Years 2 – 7) resources used to support the implementation of the C2C Spelling Program in our school, and already significant results have been achieved as a result of the implementation.

**Ongoing use of evidence and purposeful use of data to support actions and to be accountable to the system**
• Teaching staff track data of all students and use data to drive teaching and learning (including prioritising and differentiating C2C units of work) so that all students are taught from their point of need. Data walls are now evident and current in all classrooms and staff are developing purposeful and valid data notebooks.

**Implementation of National Curriculum**
- Throughout 2012 staff will continue to build understanding of the National Curriculum, for English, Mathematics and Science and prepare for the implementation of History in 2013. The three levels of planning (whole school, year level and classroom planning) will be reviewed and modified to reflect National Curriculum. Staff will adapt, contextualise, prioritise and demonstrate differentiation in C2C units of work to ensure all students are taught from their point of need.

Staff Development & Performance –
**Build staff and leadership capability around The Three Pillars (explicit teaching, coaching and feedback and purposeful use of data).**
The principal will 'take the lead' through Instructional Leadership, by establishing high expectations, providing support structures for teachers (resources, feedback, instruction) and by being a visible presence in all classrooms. Staff will plan collaboratively (where possible) and share planning with others. Visits to other small schools and multi-age classrooms will be encouraged.

Community confidence –
**Form quality partnerships with parents and members of the school community to lift student achievement through parent information sessions on a variety of topics including The Australian Curriculum, literacy (particularly reading, spelling and Cued Articulation), numeracy and ICTs. Parents will be encouraged to volunteer in the classroom, in the tuckshop and in a variety of school activities. The school will continue to provide articles on literacy and numeracy strategies in school newsletters. The school will promote and celebrate great work done by school by participating in community events (ANZAC Day, Inglewood show, Landcare competition, Goondiwindi Apex Eisteddfod) and displaying student work in windows of local businesses and through sharing and open days.

Other School Based Key Priorities
• Our school will celebrate its school centenary on September 8th, 2012. A Centenary Committee has been established and preparations are well under way.
• The Active After School Communities program will continue to be delivered.
• A MacIntyre Small Schools Leadership Camp for students in years 5/6/7 will be introduced providing an opportunity for our older students to work with like age peers from other small schools within our cluster.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>23</td>
<td>17</td>
<td>82%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Yelarbon State School has:

* Two multi-age classrooms - prep to year three and years four to seven
* Small class sizes - twenty students in the prep to year three classroom and sixteen in the year four to seven classroom
* An equal number of boys and girls in the junior room, however in the senior room only three-quarters of the students are boys.
* One third 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
* Most students will have participated in the Gulliver’s Travels Mobile Kindy program (one day a week) before commencing school. A small percentage will have participated in an additional kindergarten program in Goondiwindi (one day a week)
* The majority of students moving on to high school will travel by bus to attend either Inglewood State P – 10 School (40km away) or Goondiwindi State High School (50 km away). A small percentage will attend boarding schools in Toowoomba
* Students residing in town are all in walking distance of the school
* A bus run caters for half of the ‘out of town’ students. The remaining ‘out of town’ students use 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 895 with 72% of our students in the bottom quarter, 28% in the two middle quarters and 0% in the top quarter
* 6% of our students are Indigenous
* Student behaviour is very good, with most students receiving an A or B for behaviour on their Report Cards, and NO school disciplinary absences for the last couple of years

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>12</td>
</tr>
<tr>
<td>All Classes</td>
<td>16</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
**Multi-age classrooms allow for differentiated learning**
**Knowing and understanding each student, the teacher is able to use optimal techniques to challenge and extend every student in a calm and caring classroom;**
**Integrated approach to the use of ICTs across all year levels.**
**Projects and investigations that are both relevant and real life**

Extra curricula activities
**Yelarbon Community ANZAC Day Service**
**Goondiwindi Apex Eisteddfod**
**MacIntyre Zone Sports trials**
**Inglewood Show – First place in 2011 Schools display**
**Wagamba Landcare Competition – First place in 2011 Small School’s section**
**Junior Camp (Prep to year 3) – Toowoomba and surrounds**
**Senior Camp (Years 4 – 7) – ‘Leadership Adventure’ camp - Aratula**
**MacIntyre Young Writers Competition**
**End of year concert**
**Whole school participation in MacIntyre Small Schools Athletics Carnival**
**Environmental Education**

How Information and Communication Technologies are used to assist learning
Both the P-3 class and the 4 – 7 class make regular use of ‘ready-to-go’ or ‘teacher developed’ Virtual Classrooms, providing ‘anytime, anywhere’ differentiated learning for our students. A computer-student ratio of 1:4 in the junior classroom and 1:2 in the senior classroom allows students ready access to computers to assist their learning. Both the junior and the senior classroom now have interactive whiteboards. Our school has a set of 10 iPod Touches that are regularly used within the classroom to support student learning. Digital telescopes and iPevo document cameras are also used by teachers to support teaching and assist learning. We also have access to other ICT devices such as GPS and data loggers through the MacIntyre Cluster ICT Resource Scheme. Teachers make regular use of the Learning Place, and use the new Learning Place to support curriculum delivery and classroom pedagogy. Teachers also participate in professional development opportunities such as the ‘Symphony of Teaching and Learning’ to keep up to date with ICTs in the classroom.

Social climate
Our school vision, ‘Say YES at Yelarbon!’ has assisted our school to develop a ‘no excuses philosophy’ and positive social climate. Our school’s Responsible Behaviour Plan for Students has a major emphasis on positive preventative strategies. School Opinion Survey data indicates that Parent and Student satisfaction with School Climate is similar to the State Overall, while Student satisfaction with Learning Climate is above the State Overall. Staff satisfaction with Relationships and Staff Morale is above the State Overall.
*100% of staff are satisfied with staff morale*
*94% of students are satisfied with their well-being*

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>65%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Our school at a glance

Involving parents in their child’s education

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.

Some of the strategies we employ include:
- Student reporting processes - Parent/Teacher Interviews, Semester Report Cards.
- Open communication between teachers and parents in junior classroom through use of Communication Books.
- Parent participation in Special Events – Under 8’s Day, Sports Days, Easter morning, Book Character Parade and our end of year concert
- Communication through weekly newsletters.
- Regularly updated school website
- Parent Volunteers offer their services as Religious Education teachers, tuckshop helpers, and through the many activities organised by the P&C.
- Provide families with printed suggestions for simple things they can do at home to help students achieve at higher levels.
- Fundraising and generous assistance at working bees

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. Our school became an Earth Smart Science School in 2010. As a result we developed our School Environmental Management Program (SEMP) in response to student and staff audits on energy and water usage and waste production. In the first year of implementation our greatest success story was on ‘raising awareness’. 2011, however saw a substantial decrease in both our energy and water consumption.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>24,285</td>
<td>6,870</td>
</tr>
<tr>
<td>2010</td>
<td>32,636</td>
<td>11,894</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-26%</td>
<td>-42%</td>
</tr>
</tbody>
</table>
### Our staff profile

#### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Highest level of attainment

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $4500.

The major professional development initiatives are as follows:

**First Steps - Reading**
**Symphony of Teaching and Learning (ICTs)**
**National Curriculum and C2Cs**
**ICT Master Class**
**State Principals' Conference**
**Science Sparks Mentoring**
**Indigenous Perspectives**
**School website - Joomla**

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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

Search by school name

Search by suburb, town or postcode

Sector:
- Government
- Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 96%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>99%</td>
</tr>
<tr>
<td>Year 3</td>
<td>98%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7</td>
<td>98%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Student Attendance Distribution Chart]

 Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

**Communicating the school’s attendance policy through school newsletters and ‘Every Day Counts’ brochures**

**Class Rolls are marked twice daily (commencement of morning and afternoon sessions). Absences and ‘explanations’ are recorded using the DET guidelines. Patterns of unexplained absences are followed up with phone calls.**

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/](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**

**Search by school name**

[Search]

**Search by suburb, town or postcode**

[Government]
[Non-government]

[SEARCH]
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

With our Indigenous cohort less than five, there is no NAPLAN data to report for 2011.

In 2011 all indigenous students had an attendance rate of above 80%.