

# Yarrabah State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Gribble Street Yarrabah 4871
Phone	(07) 4056 0666
Fax	(07) 4056 0600
Email	principal@yarrabahss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Jason Evert

## Principal's foreword

### Introduction

Yarrabah State School is a Pre-Prep – year 10 school situated in the community of Yarrabah in Far North Queensland. Yarrabah was founded in 1871 as an Anglican Mission and the name Yarrabah is a word meaning 'meeting place'. The community of Yarrabah is situated on the southern shore of Mission Bay and has a population of approximately 3500 residents.

Yarrabah State School is a multi-campus school comprising three separate campuses. A Pre-Prep campus is located 500 metres from the Primary Campus, with the Secondary campus (7-10) located 3.8km away.

A Special Education Unit supporting verified students with disabilities across all campuses is located at the Primary campus with a specialist facility provided at the Secondary campus also.

Students attending the school are of Aboriginal and/or Torres Strait Islander descent and enter school with cultural and linguistic backgrounds that are at variance to the non-Indigenous teachers who comprise the majority of teaching staff at the school. Most students speak Creole/Yarrie Lingo as their home language and are taught Standard Australian English as an addition language at school.

Yarrabah State School is dedicated to the delivery of Queensland State Education's commitment to ensuring that all students attending State schools are provided with the opportunity to obtain a quality, comprehensive, balanced and equitable education. In late 2008, we adopted the FNQ Service Commitment – **Crayons to Craeer**. Priority action areas identified within the Partners for Success Strategy, along with school identified priorities guide the setting of school improvement and performance targets aimed at the continuous improvement of outcomes for Indigenous learners.

### School progress towards its goals in 2015

Yarrabah State School has made progress towards its goals by:

- Improving Literacy and Numeracy competencies and performance of all students PP-10.
- Focusing on continued improvement of literacy and numeracy outcomes inclusive of AEL/D learning principles and pedagogies across all years.
- The teaching of reading PP-10.
- Reviewing and modifying Yarrabah State School Attendance Strategy to increase attendance.
- Increasing parent participation and engagement
- Reviewing the transition programs: PP to Prep; year 7 to secondary campus; year 10 to Gordonvale State High School.
- Improving teaching quality.
- Implementing PBL framework.

NAPLAN Spapshot  
 Improvement in 15 of the 20 NAPLAN areas from 2014.  
 An increase of 23.9% in Year 7 reading (our highest ever)  
 Highest ever number of year 9 students achieving National Minimum Standard in numeracy (76.2%)  
 Continued steady overall improvement in NAPLAN results in the five years to 2015.

## Future outlook

Continue to create a culture of high expectation and achievement amongst staff, students and parents.  
 Improve the capacity and competency of teachers through explicit instruction to deliver high yield teaching and learning through a focus on Reading, and develop students Standard Australian English  
 Provide in class mentoring and coaching of staff by Leadership.  
 Whole school embedding of PBL, ESCM's and explicit teaching pedagogies.  
 Embed Yarrabah State School NAPLAN Strategy across all year levels  
 Implement and embed the Yarrabah Curriculum & Assessment Plan and reporting framework in English, Maths and Science.  
 Embed the Yarrabah SS Assessment and Data Collection strategies.  
 Embed the moderation of student work to determine accurate grades.  
 Embed moderation processes across the school.  
 Implement timetabled collaboration sessions to better support school teaching & learning, supported by Leadership.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	456	219	237	456	88%
2014	483	231	252	482	88%
2015	513	237	276	513	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were 73 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Yarrabah State School students live in the Far North Queensland indigenous community of Yarrabah. Students speak 'Yarrie Lingo', a recognised creole. There are limited employment opportunities for the residents of Yarrabah and as a consequence there is a high level of unemployment. The school has a 100% indigenous enrolment. Gordonvale State High School is the destination school for the majority of year 11 and 12.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	22	24	24
Year 7 Secondary – Year 10	24	21	23
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	196	170	195
Long Suspensions - 6 to 20 days	4	6	0
Exclusions	0	0	0
Cancellations of Enrolment	0	10	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Goals for teaching & learning from our curriculum & assessment plan include:

- 1) Proficient use of the Explicit Teaching framework and Consolidations to refine the teaching of literacy and numeracy; aligning it with purposeful data collection and analysis, summative assessment, thoughtful reporting, embedded in an observable teaching and learning cycle.
- 2) Track instructional leadership and teacher capability development using the Improving Teaching Systems continua for self-reflection and coaching conversations.
- 3) Continue to embed the EAL/D framework of 'Break it Down, Build it Up' and up-skill teachers by providing coaching on appropriate EAL/D strategies to be used in all KLA's.

Specialists provide programs for ARTS - music and performance, library, Physical Education and Traditional Language. School processes facilitate inclusion of these team members in the planning and reporting process.

Yarrabah State School's curriculum represents a sequence of planned and balanced learning experiences designed to meet the current and future needs of our students. The Yarrabah Curriculum & Assessment plan was adopted as the core system for collecting diagnostic data and making informed judgements about targets for individual students.

Teachers were required to:

Embed English as Another Language or Dialect Pedagogy (EAL/D) into practice through the use of a variety of methodologies across all years.

Work in partnership with education assistants, colleagues, community members, administration and students to provide rich and authentic contexts for learning and assessment and to embed Aboriginal and Torres Strait Islander perspective.

Make decisions about what students know, what they need to know and how this will be taught and assessed.

Undertake purposeful, systematic and ongoing collection of data and to use this to make informed judgements about students' demonstrations of learning outcomes.

### Junior Secondary

Secondary students participate in timetabled lessons for a range of Core subjects which are offered via a traditional secondary 'line' model. Few specialist subjects are offered – these depend upon staff expertise and qualifications. The focus towards the end of 2015 was to align Year 10 offerings with those of destination secondary schools to improve transition and retention. This is an intended focus for 2016 supported by a partnership developed between staff at Gordonvale SHS and aligned with community organisations.

An inclusion focus for Students with Disabilities supports the continuous development of student learning outcomes as identified in Individual Learning Plans / Education Adjustment Plans. Education Support Plans are developed to support all Students in Care.

## Extra curricula activities

Students participated in a range of sporting programs including rugby league, AFL, netball, athletics, cross country and swimming. Queensland Reds ran a breakfast program, rugby union program and leadership program. A school dance troupe performed at a variety of events and were awarded first place for a school dance troupe at the 2015 Laura Dance Festival.

## How Information and Communication Technologies are used to improve learning

Students have access to computer labs at each campus and are supported by a full time technician/Orange Card holder. Each classroom also has access to networked computers.

School computers are equipped with the standard departmental MOE software along with a range of additional literacy, numeracy and curriculum specific software. This software is integrated into teaching & learning via classroom rosters, small group rotations, 1:1 tutoring as well as whole class activities in the computer lab. The Microsoft Office suite is widely used for desktop publishing and working with data and graphics software is utilised to explore visual art concepts. Our schools Digital Dreaming project has been embedded in contexts for learning providing a rich and authentic local context for technology. This long-term project, focused around developing local Indigenous stories into computer animations & embedding them into an interactive software package shared across the school, received national and international recognition.

Interactive whiteboards are installed across the school and students are engaging with digital technologies in the form of iPads, Bee Bots, document projectors, digital microscopes, 3D printers and digital cameras. The Internet is widely used as a research tool as well as a resource to support specific KLAs. Secondary students were introduced to scripting & procedural languages through game making software and worked with media concepts through film making, video editing, DVD authoring and animation.

All teachers are active in their planning and use of ICT devices to support student learning and outcomes.

## Social Climate

Yarrabah State School focuses on proactive supportive school environment practices and aims to attain an ethos of respect for all. Staff are trained to lead the Positive Behaviour for Learning (PBL) Strategy across all campuses and year levels. The PBL team was especially proactive in establishing a climate of positive aspirations for students. This team supported processes in the school including the Respect Circle and Respect Bus. The school adopts the 'Stronger Smarter' philosophy and high expectations relationships guide the school climate of working 'better together'.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	96%	92%
this is a good school (S2035)	90%	100%	96%
their child likes being at this school (S2001)	97%	92%	88%
their child feels safe at this school (S2002)	93%	96%	86%
their child's learning needs are being met at this school (S2003)	83%	88%	94%
their child is making good progress at this school (S2004)	83%	91%	98%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	100%	98%
teachers at this school motivate their child to learn (S2007)	90%	96%	98%
teachers at this school treat students fairly (S2008)	79%	92%	86%
they can talk to their child's teachers about their concerns (S2009)	89%	100%	98%
this school works with them to support their child's learning (S2010)	86%	100%	92%
this school takes parents' opinions seriously (S2011)	85%	100%	90%
student behaviour is well managed at this school (S2012)	76%	87%	71%
this school looks for ways to improve (S2013)	86%	100%	94%
this school is well maintained (S2014)	93%	96%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	92%	97%
they like being at their school (S2036)	94%	99%	91%
they feel safe at their school (S2037)	86%	91%	92%
their teachers motivate them to learn (S2038)	92%	98%	100%
their teachers expect them to do their best (S2039)	97%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	87%	89%	92%
teachers treat students fairly at their school (S2041)	91%	90%	92%
they can talk to their teachers about their concerns (S2042)	86%	92%	89%
their school takes students' opinions seriously (S2043)	80%	92%	93%
student behaviour is well managed at their school (S2044)	75%	82%	75%
their school looks for ways to improve (S2045)	90%	97%	99%
their school is well maintained (S2046)	91%	92%	84%
their school gives them opportunities to do interesting things (S2047)	93%	94%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	94%	96%
they feel that their school is a safe place in which to work (S2070)	97%	96%	96%
they receive useful feedback about their work at their school (S2071)	88%	92%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	96%	100%
students are encouraged to do their best at their school (S2072)	99%	92%	96%
students are treated fairly at their school (S2073)	99%	90%	92%
student behaviour is well managed at their school (S2074)	91%	73%	78%
staff are well supported at their school (S2075)	93%	84%	86%
their school takes staff opinions seriously (S2076)	92%	84%	82%
their school looks for ways to improve (S2077)	99%	90%	94%
their school is well maintained (S2078)	94%	94%	90%
their school gives them opportunities to do interesting things (S2079)	94%	88%	88%

# '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

Three 'community conversations' were held at the school targeted at forming a Community Partnership Agreement. The agreement is in draft form and is aimed supporting the rights of children to an education. The conversation was represented by multiple community organisations.

Two leadership position (HOD Attendance & HOD Student Services) have been created at the school and part of the role of these positions is better support community engagement with the school. The attendance team make regular home visits and work on strategies to support family groups with student attendance.

The P&C body has been active in supporting school/community events. Four 'Open Days' were hosted by the school. These days saw large numbers of parents and community members visit classrooms and engage in various activities with students.

Sport, especially rugby league, is provided with support from community members and the dance and cultural program, while provided by paid employees, is heavily supported by community members.

### Reducing the school's environmental footprint

Responsible use of electricity and water consumption is promoted in the school. New buildings include louver windows to access cross flow ventilation. Teachers ensure air conditioners are turned off as classes leave the room and electronic devices are turned off over night.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	312,854	0
2013-2014	316,474	0
2014-2015	333,367	

\*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.

## Our staff profile

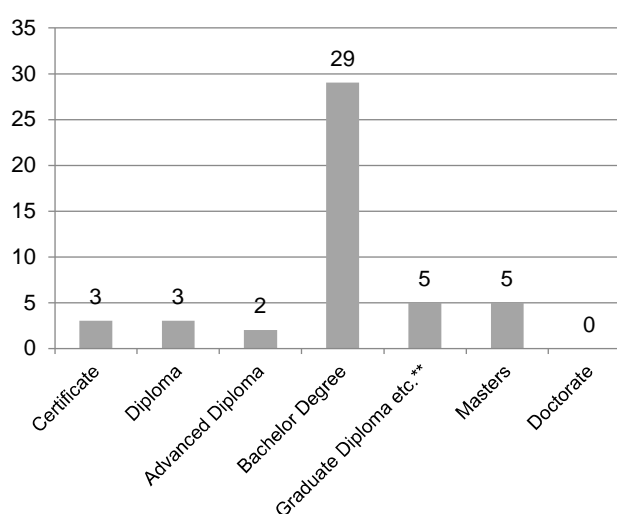
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	30	27
Full-time equivalents	47	22	21

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	3
Advanced Diploma	2
Bachelor Degree	29
Graduate Diploma etc.**	5
Masters	5
Doctorate	0
<b>Total</b>	<b>47</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 48,000.

The major professional development initiatives are as follows:

- EAL/D Pedagogy
- Reading Program
- Phonics Program
- Explicit Teaching Pedagogy
- Consolidation
- Essential Skills for Classroom Management
- Classroom Profiling
- Coaching / Mentoring
- Stronger Smarter Training
- Numeracy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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/>.

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 says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	72%	65%	68%
The attendance rate for Indigenous students at this school (shown as a percentage).	72%	65%	68%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

### Student attendance rate for each year level (shown as a percentage)

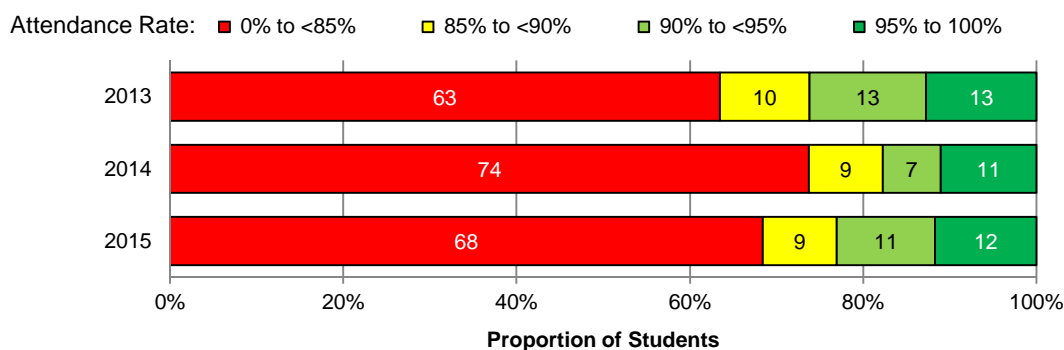
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	70%	74%	76%	78%	75%	73%	77%	73%	63%	63%	61%		
2014	72%	74%	73%	72%	74%	69%	69%	76%	49%	52%	46%		
2015	74%	75%	71%	71%	68%	71%	73%	59%	61%	53%	55%		

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

Yarrabah State School primary campus marks rolls every morning at 10:30AM and again at 12:30PM. The secondary campus takes subject rolls at the beginning of each lesson. There is a team at the school that follows up on student truancy, sometimes



supported by the local police. Yarrabah State School is an active participant in the 'Every Day Counts' program. Yarrabah State School follows Education Queensland policy regarding student attendance. Letters are sent to parents/care givers after student absence of 3 consecutive days. A follow up letter is sent after 5 days of continuous absence. Three 'engagement' classes have been established in the school for students with low attendance. As student attendance increases and stabilises students are transitioned into mainstream classes at the appropriate year level.

Three Yarrabah local government positions (Parent & Community Partnership Program) work with the school attendance team to support families of poor attendees to build capacity around their student's school attendance.

All classrooms have attendance charts and the school has a range of incentives for student with high or improved attendance.

### 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/>.

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

Where it says '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.

#### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

#### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Year 10 students transition to Gordonvale State High School to complete year 11 and 12