



# Yarrabah State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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

## School Overview

Yarrabah State School is a unique school with three separate campuses located within the Yarrabah Community. A Pre-Prep campus is located 500 metres from the Primary Campus (P-6), with the Secondary Campus (7-10) located 3.8kms away. A Special Education Unit caters for students with disabilities across all three campuses.

Yarrabah State School is one of the largest schools in the state with a totally indigenous population. The community of Yarrabah is situated on the southern shore of Mission Bay and has an unofficial population of about 4,500 residents. It is home to the traditional owners of the land, the Gunganghi people as well as being home to historical members comprised of various tribes who either settled in Yarrabah or who were brought to Yarrabah for various reasons. The nearest urban city to Yarrabah is Cairns which is accessible via a 40 minute drive through lush rainforest and coastal fringes.

Our students are serviced by a group of committed staff members who are positively supported by local education assistants, specialist teachers, administration staff and other support agencies. Yarrabah students originate from a variety of socio-economic, cultural and family backgrounds. Most students speak Yarrie Lingo, (an indigenous creole that developed due to contact with speakers of Standard Australian English) as their home language and are taught Standard Australian English as an additional language at school.

Yarrabah State School is dedicated to the delivery of the Far North Queensland Service commitment: from Crayons to Careers.

## Principal's Foreward

### Introduction

#### School Progress towards its goals in 2016

Attendance, Behaviour & Curriculum (ABC) continue to be the improvement agenda priorities for Yarrabah State School. Central to this in 2016 was also a targeted focus around 'employment & training' at our Junior Secondary campus. This report will outline the steady progress made towards our goals in 2016 under the key priorities of our improvement agenda. It will show a strong focus on teacher capability development, student engagement, community partnerships and curriculum accountability. The report will identify continual gradual improvement in student academic achievement and consistent positive feedback from staff, students and parents in the 2016 school opinion survey. Yarrabah State School is committed the State Schooling Strategy of Every Student Succeeding.

#### NAPLAN Snapshot 2016

Year 3 - Best ever results Reading and Grammar & Punctuation

Year 5 - Best ever results Numeracy and Grammar & Punctuation

Year 7 - Best ever results Spelling and Grammar & Punctuation

Year 9 - Best ever result reading Improvement Spelling and Grammar & Punctuation

#### Future Outlook

Our school's 2017 Annual Implementation Plan targets the following strategies aligned to our Explicit Improvement Agenda this year:

- Narrow and sharpen the focus relating to curriculum to include clear targets with accompanying timelines which are rigorously actioned to support classroom teachers to embed collaboratively agreed strategies into their teaching practice.
- Further engage key stakeholders within the school community to develop and implement a strategy to improve student attendance.
- Implement Positive Behaviour for Learning (PBL) annual action plan.

Our school will 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 and age appropriate pedagogies to deliver high yield teaching,
- Provide in class mentoring and coaching of staff by leadership and peers,
- Embed moderation of student work to determine accurate grades,
- Implement timetabled collaboration sessions to better support school teaching & learning, supported by leadership staff,
- Implement our Attendance Strategy aligned to Nudge Theory and the regional attendance flowchart,

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 10
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	483	231	252	482	88%
<b>2015*</b>	513	237	276	513	90%
<b>2016</b>	464	210	254	464	82%

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 2016, there were 60 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

### Overview

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. As Yarrabah is a PP-10 school Gordonvale State High School and Djarrugan College are the destination schools for the majority of year 11 and 12 students

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	22
Year 4 – Year 7	24	24	21
Year 8 – Year 10	21	23	18
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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

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

- Proficient use of the explicit teaching framework and consolidations to refine the teaching of literacy and numeracy.
- Alignment of curriculum and appropriate pedagogy to purposeful data collection and analysis, formative and summative assessment, embedded within an observable teaching and learning cycle.
- Continue to embed the EAL/D skills and strategies through thoughtful, considered planning and programming and upskilling of teachers by providing coaching support.

- Specialists provide programs in The Arts, Health and Physical Education, LOTE and Library. School processes facilitate inclusion of these team members in the planning and reporting processes.
- YSS Whole school program represents a sequence of planned and balanced learning experiences across P-10 designed to meet the current and future needs of our students whilst adhering to Australian Curriculum year level expectations.
- Teachers:
  - Work in partnership with colleagues, education assistants, community and administration to provide rich and authentic contexts for learning and assessment and to embed Aboriginal and Torres Strait Islander perspectives.
  - Make decisions about what students know, what they need to know, how they know learning has been taught and what is the next learning based on anecdotal observations, assessments and regular data capture using tools such as FNQ Maths, Phonemic Awareness Screener and reading data (PM and PROBE)
  - Collaborate weekly with cohort groupings to plan, share and moderate learning with the support of the curriculum team.

#### Junior Secondary

- Secondary students participate in timetabled lessons for a range of core subjects which are offered within a traditional secondary model. Subject selections include: English, Mathematics, Science, Home Economics, Manual Arts, HPE and LOTE.
- Partnerships with Gordonvale SHS support transition and retention of Yarrabah Secondary students post year 10.
- An inclusion focus for Students with Disabilities supports the continuous development of student learning outcomes as identified in Individual Learning Plans and Education Adjustment Plans.

#### Co-curricular Activities

Primary	Jnr Secondary
• Indigenous Leaders of the Future	• Pat Bailey Cup
• Dance Troupe	• Girls' Group
• Rugby League	• Gaming Club
• Netball	• International Women's day
• Student Leader Program	• Indigenous leaders of tomorrow
• Girls Camp	• Cowboy's Challenge
• Writers Camp	• Industry Visits
• Photography Club	• Work Experience
• Brave Boys group	• Student Leadership Development
• Dream Girls group	• Dance Troupe

#### How Information and Communication Technologies are used to Assist 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. iPads are used across a range of subjects and programs.

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 also 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

### Overview

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'.

The school bullying policy focuses on five key strategies around bullying (avoid, ignore, talk it out, walk away, tell someone) and the National Day of Action against Bullying & Violence is a big celebration each year.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	92%	93%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	92%	88%	93%
their child feels safe at this school* (S2002)	96%	86%	100%
their child's learning needs are being met at this school* (S2003)	88%	94%	100%
their child is making good progress at this school* (S2004)	91%	98%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	93%
teachers at this school motivate their child to learn* (S2007)	96%	98%	100%
teachers at this school treat students fairly* (S2008)	92%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	93%
this school works with them to support their child's learning* (S2010)	100%	92%	93%
this school takes parents' opinions seriously* (S2011)	100%	90%	93%
student behaviour is well managed at this school* (S2012)	87%	71%	93%
this school looks for ways to improve* (S2013)	100%	94%	100%
this school is well maintained* (S2014)	96%	92%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	97%	92%
they like being at their school* (S2036)	99%	91%	92%
they feel safe at their school* (S2037)	91%	92%	87%
their teachers motivate them to learn* (S2038)	98%	100%	98%
their teachers expect them to do their best* (S2039)	98%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	92%	93%
teachers treat students fairly at their school* (S2041)	90%	92%	90%
they can talk to their teachers about their concerns* (S2042)	92%	89%	85%
their school takes students' opinions seriously* (S2043)	92%	93%	90%
student behaviour is well managed at their school* (S2044)	82%	75%	76%
their school looks for ways to improve* (S2045)	97%	99%	91%
their school is well maintained* (S2046)	92%	84%	84%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	91%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	96%	100%
they feel that their school is a safe place in which to work (S2070)	96%	96%	92%
they receive useful feedback about their work at their school (S2071)	92%	82%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	93%
students are encouraged to do their best at their school (S2072)	92%	96%	100%
students are treated fairly at their school (S2073)	90%	92%	94%
student behaviour is well managed at their school (S2074)	73%	78%	87%
staff are well supported at their school (S2075)	84%	86%	90%
their school takes staff opinions seriously (S2076)	84%	82%	92%
their school looks for ways to improve (S2077)	90%	94%	98%
their school is well maintained (S2078)	94%	90%	83%
their school gives them opportunities to do interesting things (S2079)	88%	88%	96%

\* 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

- In 2016 we held 'Community conversations,' two local and one central, were held with various levels of stakeholders. The conversations focused on parent, community and student engagement to improve attendance and student outcomes.
- The leadership positions, associated with attendance and well-being, have developed a set of universals and attendance flowchart, with external support. These resources support leadership in a streamlined approach to target student attendance and well-being. The attendance team make regular home visits and work on strategies to support family groups with student attendance. This team also works with outside agencies such as the SPP team, the Department of Prime Minister & Cabinet and Cowboys and Broncos TRYFOR5! Team to improve student attendance and engagement at school.
- The Student Support Teams (primary & secondary) advocate for children, parents and families. These teams engage with outside agencies such as Mission Australia, to support families.
- The P&C meet monthly to discuss strategies for community engagement. The P&C continues to build capacity and focus on funding and grants for projects around the school.
- School 'Open Days' are hosted by the school at the end of each term. Parents receive written reports of student progress on these days. The school hosts NAIDOC ceremonies and swimming & athletics carnivals. These days see large numbers of parents and community members visit classrooms and engage in various activities with students and teachers.
- The 'Dad's working bee/tree planting day' was held as part of the school beautification project. The focus was engaging community in planting trees in order to increase parental engagement within the school.
- The Library hosted a parent and community morning tea to share students ICT projects and demonstrate their achievement.
- The DREAM 'girl's group' engages with Mission Australia and other local organisations to promote culture, health and well-being and stronger opportunities for young women. Parents and community are invited to attend weekly sessions and end of program celebrations.
- The Well-being Team meets with representatives from community agencies twice a term. The team discusses issues involving student well-being and engagement.
- Parades are held weekly at each campus. Awards for attendance, behaviour and reading are handed out and prizes given. Community is encouraged to attend weekly parades. A fortnightly newsletter is distributed to parents and community in order to inform them of school events and student achievement.
- Teachers regularly send updates, notes and awards home to parents/carers.

## Respectful relationships programs

- The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs aim to improve the education, discipline, life skills, self-esteem and employment prospects of students.
- Activities within these programs are planned within the focus areas of education, leadership, employment, healthy lifestyles, life skills and football.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	170	195	123
Long Suspensions – 6 to 20 days	6	0	1
Exclusions	0	0	0
Cancellations of Enrolment	10	0	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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	316,474	0
2014-2015	333,367	
2015-2016	328,201	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	37	29
Full-time Equivalents	46	25	23

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	34
Diploma	
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 2016 were \$66,274.66.

The major professional development initiatives in 2016 were as follows:

- Age Appropriate pedagogy,
- Stronger, Smarter training,
- Reading Comprehension,
- Explicit Teaching pedagogy,
- Leadership capability building,
- Essential Skills for Classroom Management
- Problem Solving in Maths
- ACARA writing and maths
- Staff well-being
- Dealing with Trauma – Student well-being
- EAL/D Pedagogy
- Classroom Profiling
- Coaching / Mentoring
- Stronger Smarter Training
- Numeracy
- Attendance

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	2014	2015	2016
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 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	65%	68%	67%
The attendance rate for Indigenous students at this school (shown as a percentage).	65%	68%	67%

\*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 2016 for all Queensland P-10/P-12 schools was 90%.

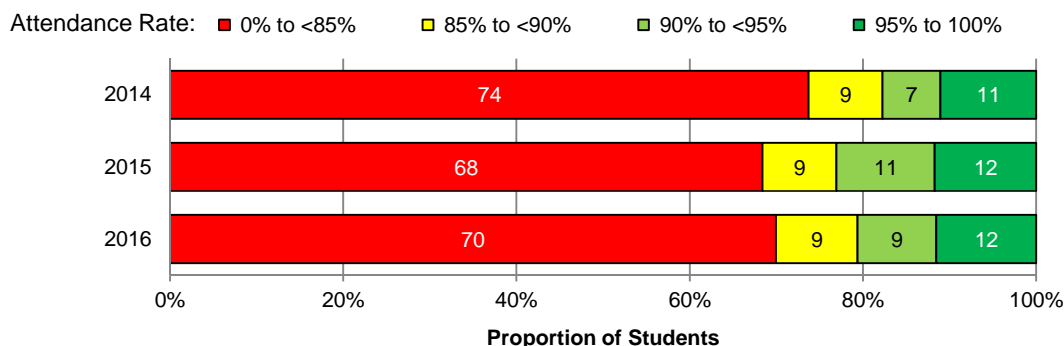
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	72%	74%	73%	72%	74%	69%	69%	76%	49%	52%	46%		
2015	74%	75%	71%	71%	68%	71%	73%	59%	61%	53%	55%		
2016	75%	71%	73%	70%	66%	61%	68%	64%	51%	63%	49%		

\*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 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.

### Responses to Absences

**ROLL MARKING:** When a student is absent from school after the first roll marking time (morning), a SMS text message is sent to the student's caregiver/s. The text message is actioned on the same day. When a student is absent from school after the second roll marking time (afternoon), teachers are required to notify the office staff who will then inform the behaviour team who will then return the student to class. If the student has left the school grounds, then the caregivers are contacted.

When a student is absent without explanation for 3 or more consecutive days per week or a pattern of absences has been identified, an official letter signed by the Principal is sent to caregivers requesting explanations for the absences and home visits are conducted by the Attendance Team and other support agencies.

When a student is absent without explanation for 10 or more consecutive days, the Principal contacts caregivers requesting a meeting with them to inform them of the requirements of compulsory schooling and to discuss possible options such as exemption from schooling, flexible arrangement or alteration to a student's educational program. Home visits are also conducted by the Attendance Team and other support agencies.

### Key Strategies for Increasing Student Attendance

- Creation of an Attendance Team
- Partnerships with service providers, families
- Whole school rewards & incentives
- Classroom rewards & incentives
- Outside agencies rewards & incentives e.g. TRYFOR5! (Dept. of Prime Minister & Cabinet, Cowboys & Broncos)
- Every Day Counts strategies
- Promoting attendance via flyers, pamphlets
- Spotighting attendance via school newsletters, meetings with caregivers, agencies
- School Open Days, school community events e.g. NAIDOC

## 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

---

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.

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at: <https://yarrabahss.eq.edu.au>

### Early leavers information

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

Year 10 students transitioned to Gordonvale State High School and Djarrugan College to complete year 11 and 12