

# Yowah State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	5 Harlequin Drive Yowah 4490
Phone	(07) 4655 4127
Fax	(07) 4655 4128
Email	the.principal@yowahss.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	Cara Viel

## Principal's foreword

### Introduction

This report reflects on the 2014 goals and achievements of the students and staff at Yowah State School. There was a strong focus on reading and numeracy, and a continued emphasis on individual learning goals. Throughout 2014, Yowah State School continued to build positive relationships with key stakeholders and to play an active role in the community by being involved with numerous community events.

### School progress towards its goals in 2014

#### Key Priorities for 2014

- Improving writing skills – Focused on structure, grammar, punctuation and editing in literacy blocks.
- Improving number and problem solving data – Use of explicit instruction and warm ups to consolidate numeracy skills.
- Implementation of Geography – Implemented in Terms 2 and 4
- Integrate Higher Order Thinking Skills into everyday teaching – Integrated into regular instruction.
- Strengthen internal monitoring processes – Classroom observations completed on a five week cycle.

### Future outlook

#### Key Priorities for 2015

##### Priority One: Improving students' writing skills, including spelling, grammar, genre and sentence structure

- Continue explicit teaching of writing skills.
- Implementation of Seven Steps to Writing Success.

##### Priority Two: Improving numeracy data, focusing on number and problem solving

- Diagnostic assessment and measure of progress using North Coast Mathematics resources.
- Consolidation of facts and new material through warm-ups.
- Participation in Project 600, to support students in numeracy development and achieving within the Upper Two Bands for Numeracy in NAPLAN.

**Priority Three: Analyse and respond to school performance data**

- Purchase of additional diagnostic assessment tools to regularly and accurately track student performance.
- Analyse data to determine where additional support is required.

**Priority Four: Build capacity within the community with the implementation of the e-Kindy program**

- Employ a Teacher Aide to facilitate e-Kindy program, with support from the e-Kindy teacher in Charleville, and the Yowah State School Principal.
- Support parents and carers in implementation of the e-Kindy program at home.

## Our school at a glance

**School Profile****Coeducational or single sex: Coeducational****Year levels offered in 2014: Prep Year - Year 6****Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	4	2	2	40%
2013	2	1	1	50%
2014	1		1	50%

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

**Characteristics of the student body:**

We have a small multi-age group that fluctuates in size depending on the seasonal work relating to the main industry in Yowah; opal mining.

**Average class sizes**

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	1	3	
Year 4 – Year 7 Primary	1		1
Year 7 Secondary – Year 10			

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0

Cancellations of Enrolment	0	0	0
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# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Mixed age and ability groupings to foster development in academic, social and emotional domains.
- The students travel to Eulo State School every Friday, for participation in a cross-curricular program, to enhance social skills and interaction.
- Enrolment in Project 600, which provides additional literacy and numeracy support to targeted students.
- Individualised programs to cater for students' needs.

### Extra curricula activities

- Term 1 and Term 4 swimming lessons at Cunnamulla Swimming Pool.
- Participation in the Small Schools Sports Camp held each September in Thargomindah.
- Participation in district swimming, cross country and athletics.
- Extended small schools camp every two years – Next Camp 2015.
- Participation in local library events.
- Participation in Yowah Opal Festival.

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

Students have regular access to laptops, with one laptop available for each student in the school.

A Smart TV is used regularly, to enhance curriculum delivery, and promote additional student engagement.

Two iPads are used within the classroom, to supplement instruction.

Students engaged in online and digital learning during 2014, with participation in the Project 600 series.

## Social Climate

Yowah State School is a safe, friendly school where children are made to feel welcome and supported.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	DW	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school* (S2001)	DW	DW	DW
their child feels safe at this school* (S2002)	DW	DW	DW
their child's learning needs are being met at this school* (S2003)	DW	DW	DW
their child is making good progress at this school* (S2004)	DW	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
teachers at this school motivate their child to learn* (S2007)	DW	DW	DW
teachers at this school treat students fairly* (S2008)	DW	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	DW	DW	DW
this school takes parents' opinions seriously* (S2011)	DW	DW	DW
student behaviour is well managed at this school* (S2012)	DW	DW	DW
this school looks for ways to improve* (S2013)	DW	DW	DW
this school is well maintained* (S2014)	DW	DW	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	DW	DW
they like being at their school* (S2036)	100%	DW	DW
they feel safe at their school* (S2037)	100%	DW	DW
their teachers motivate them to learn* (S2038)	100%	DW	DW
their teachers expect them to do their best* (S2039)	100%	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
teachers treat students fairly at their school* (S2041)	100%	DW	DW
they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
their school takes students' opinions seriously* (S2043)	100%	DW	DW
student behaviour is well managed at their school* (S2044)	100%	DW	DW
their school looks for ways to improve* (S2045)	100%	DW	DW
their school is well maintained* (S2046)	100%	DW	DW
their school gives them opportunities to do interesting things* (S2047)	100%	DW	DW

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents are always welcome at Yowah State School. Communication with the community occurs through multiple avenues, including in person, over the phone, newsletters, and the school website. The P&C meets once per term.

### Reducing the school's environmental footprint

Yowah State School is very conscious of its environmental footprint, and endeavours to work towards reducing the amount of electricity used. To this end, the school had solar panels installed and this along with everyday energy conscious decisions such as only using air-conditioners when absolutely necessary and making sure lights and fans are turned off when a room is not being used, has made a huge positive impact.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	20,478	0
2012-2013	196	0
2013-2014	10,808	0

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.

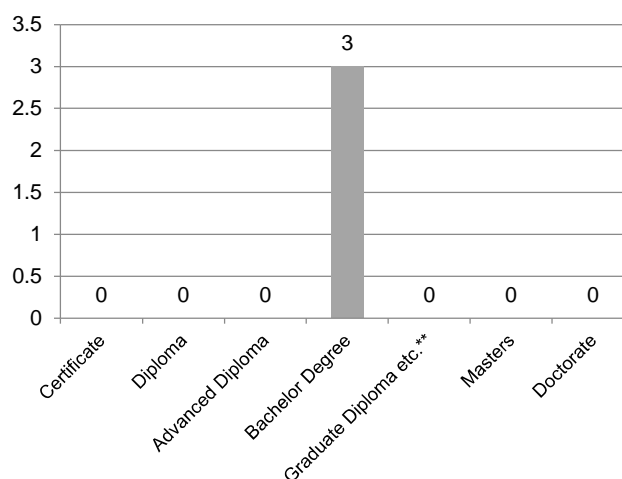
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	3	0
Full-time equivalents	1	1	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</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 2014 were \$1564.13.

The major professional development initiatives are as follows:

- Financial Management Workshops
- First Aid qualifications
- Attendance at Cluster Meetings, held quarterly
- Attendance at Principals' Business Meetings
- Moderation
- Classroom Profiling
- QSIL (Queensland State Inclusive Leaders) Conference

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 14% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	100%	95%	93%

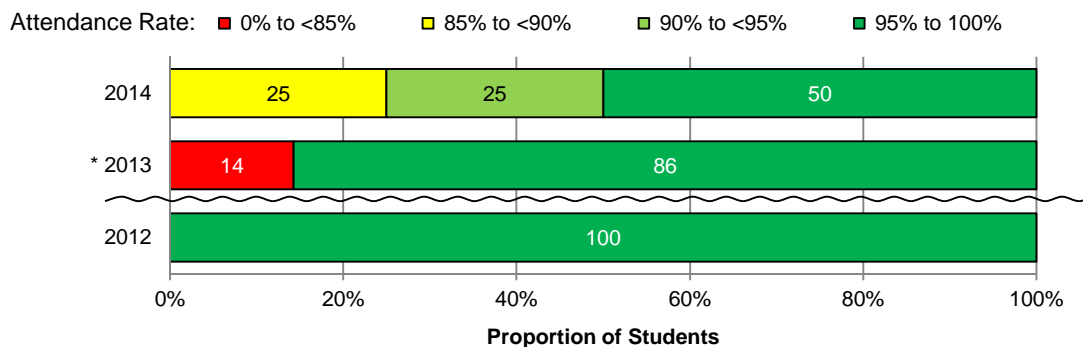
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012		DW				DW						
2013	DW	100%	DW	DW			100%					
2014			DW	91%								

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Class roll is marked twice per day. In an event that parents do not follow our school policy of ringing before 8:30am should a student need to be absent from school, then admin staff would telephone home to ascertain why student is absent. If staff are unable to establish contact the Principal makes home visits.

**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/>.

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