

Yowah State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report reflects on the 2015 goals and achievements of the students and staff at Yowah State School. There was a strong focus on writing, numeracy, purposeful use of data and eKindy during 2015.

This report contains information on:

- School goals and future priorities
- Student population and attendance
- Curriculum offerings
- Extra curricula activities
- Social climate
- Parent, student and staff satisfaction survey results
- Staff composition, qualifications and professional development
- Key student outcomes

School progress towards its goals in 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.

Progress towards Priority One:

- Some strategies were implemented, such as explicit teaching of spelling, grammar and genre.
- Due to high transience and change in student population, the other goals for 2015 became a higher priority. Our data no longer showed the necessity for implementation of strategies such as Seven Steps to Writing Success, over other more pertinent priorities, such as reading and spelling.

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.

Progress towards Priority Two:

- North Coast Mathematics diagnostic assessments were used each term. Students showed improvement in pre- and post-tests every term.
- Students in Year 5 participated in Project 600.

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.

Progress towards Priority Three:

- Diagnostic assessment tools purchased were:
 - PROBE2
 - Progressive Achievement Tests (PAT) Online:
 - Reading Comprehension

- Mathematics
- Reading Vocabulary
- Spelling
- Science
- Writing
- Grammar and Punctuation
- ACER General Ability Test
 - Words Their Way
 - M100W resources
- These tools were used to gather accurate baseline and progress data on student learning, in combination with tools and resources already in the school.

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.

Progress towards Priority Four:

- eKindy program was facilitated at school and in homes, with 100% participation rate for pre-prep students in our catchment area.
- A Teacher Aide was available for facilitation at school, and to support families in home implementation.

Future outlook

Priority One: Revise and refine the teaching of reading

- Continue to explicitly teach reading and comprehension strategies
- Introduce new strategy framework, built around work by Sheena Cameron, The Daily Five and The Daily CAFÉ

Priority Two: Initial design and implementation of Positive Behaviour for Learning, and what this will look like at Yowah State School

- Introduce You Can Do It! (YCDI!) program for teaching in social and emotional competency
- Introduce sustainable methods of Positive Behaviour for Learning (PBL)
- Key personnel to attend training in YCDI! and PBL, and use this to train school staff in both of these initiatives

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2	1	1		50%
2014	1		1		50%
2015	4	2	2	1	100%

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.

Characteristics of the student body:

Yowah State School is a remote, co-educational school in a unique opal mining community, 165km west of Cunnamulla in the Darling Downs South West region. Our priority is to maximise the learning outcomes of all students by enacting high quality curriculum and pedagogical practices, whilst recognising and celebrating diversity. Our school is active in the community, participating in and providing community events.

Given the focus on opal mining in Yowah, many of our students' families work in this sector. Other families are employed in the town or are small business owners, and many contribute greatly through volunteering in the many committees in town. Our student population is highly transient, and this often aligns with the opal mining season, with some students attending the school for portions of the year while their families are working.

We are firm believers in the adage that 'small schools are great schools', and this is emphasised in our 'Quest for Success' in all that we do.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	3		2
Year 4 – Year 7 Primary		1	
Year 7 Secondary – Year 10			
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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	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.

Curriculum delivery

Our approach to curriculum delivery

- C2C resources are the predominant tool to aid in the delivery of:
 - English
 - Mathematics
 - Science
 - History
 - Geography
 - Health and Physical Education
 - Technology
 - The Arts
- Language Other Than English (Japanese) delivered via online lessons, through Brisbane School of Distance Education.
- The students travel to Eulo State School every Friday, for participation in a cross-curricular program, to enhance social skills and interaction.
- Mixed age and ability groupings to foster development in academic, social and emotional domains.
- 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 district and regional events, for athletics, swimming and cross country.
- Participation in the Small Schools Sports Camp held each September in Thargomindah.
- Biannual small schools camp – Seven day camp held at Tallebudgera in 2015.
- Yowah ANZAC Day Dawn Service
- Participation in local and Cunnamulla library events.
- Participation in Yowah Opal Festival.
- Visiting performances from various troupes, provided by Outback Patrol.
- Musica Viva performance at Cunnamulla

How Information and Communication Technologies are used to improve 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 2015, with participation in the Project 600 series and LOTE.

Social Climate

Yowah State School has a safe and friendly school environment, where students are supported to achieve their potential. Due to our small enrolments, we are able to closely monitor any social issues, and iron out any differences well before it gets to the stage where bullying is occurring.

Our schools rules are Be Respectful, Be Responsible and Be Safe, and further details about these can be found in our Responsible Behaviour Plan, available on request from the school administration. Positive behaviour is modelled and taught in the school, and one of the school's priorities for 2016 is to implement Positive Behaviour for Learning, as a framework for tying together the behaviour management approaches within the school, and explicitly teaching positive and productive behaviours to students.

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)	DW	DW	100%
this is a good school (S2035)	DW	DW	100%
their child likes being at this school (S2001)	DW	DW	100%
their child feels safe at this school (S2002)	DW	DW	100%
their child's learning needs are being met at this school (S2003)	DW	DW	100%
their child is making good progress at this school (S2004)	DW	DW	100%
teachers at this school expect their child to do his or her best (S2005)	DW	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	DW	DW	100%
teachers at this school motivate their child to learn (S2007)	DW	DW	100%
teachers at this school treat students fairly (S2008)	DW	DW	100%
they can talk to their child's teachers about their concerns (S2009)	DW	DW	100%
this school works with them to support their child's learning (S2010)	DW	DW	100%
this school takes parents' opinions seriously (S2011)	DW	DW	100%
student behaviour is well managed at this school (S2012)	DW	DW	100%
this school looks for ways to improve (S2013)	DW	DW	100%
this school is well maintained (S2014)	DW	DW	100%

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

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	86%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

At Yowah State School, parents and families are viewed as an integral part of a student's learning and development. Communication with parents occurs through multiple avenues, including in person, telephone, letters, newsletters, and the school website.

The Parents and Citizens (P&C) association meets every month, which provides an opportunity for parents and the community to engage with the school program. Our school newsletter, 'Yowah Yarns' is distributed to the community via:

- Yowah Artesian Waters Caravan Park and Shop
- Rural Transaction Centre
- Town noticeboard
- The Yowah Nut Café (during the winter months/mining season)

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
2012-2013	196	0
2013-2014	10,808	0
2014-2015	10,869	

*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.

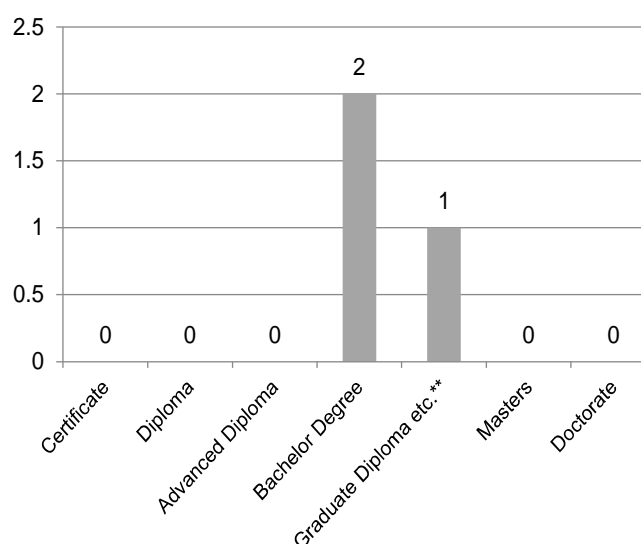
Our staff profile

Staff composition, including Indigenous staff

2015 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	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	3



*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 \$8495.19. Break down of these costs are as follows:

- Course registration fees: \$2707.02
- Travel, including use of motor vehicles and airfares: \$3645.88
- Accommodation and meals: \$2142.29

The major professional development initiatives are as follows:

- Numeracy
- Writing
- Core Modules 1, 2 and 4
- Explicit Instruction
- Seven Steps to Writing Success
- Senior First Aid and CPR Refresher
- Principals' Conference
- Quarterly cluster meetings
- Budget preparation
- Corporate services
- Financial Management Program for Principals
- Principals' and Regional Business Meetings
- Classroom Profiling

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.	100%	97%	98%

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 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

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).	95%	93%	100%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

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 Primary schools was 93%.

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

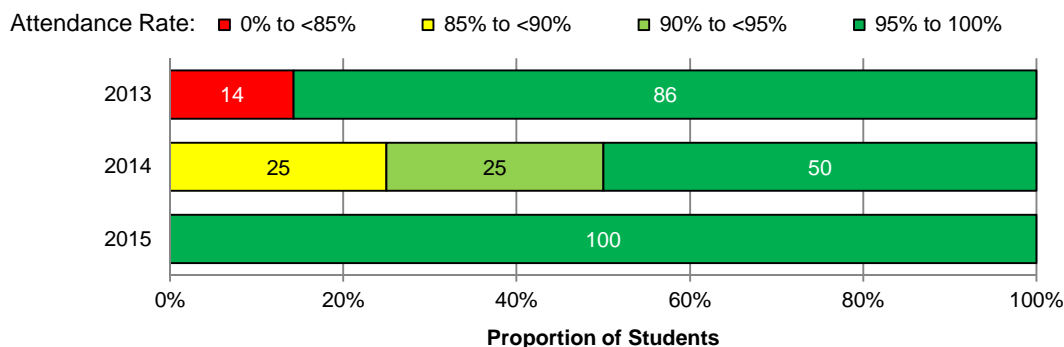
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		DW	100%	DW	DW			100%					
2014				DW	91%								
2015			DW	DW		DW							

*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.

Class rolls are marked twice per day. In an event that parents do not follow our school policy of ringing before 9:00am 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/>.

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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.