



Yowah 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



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School Overview

Yowah State School is a multi-grade, co-educational, isolated, remote, one-teacher school in a unique opal mining community 160 km west of Cunnamulla. The school was opened on this site on 30th May, 1998. Therefore the school community enjoys relatively new facilities that are well-maintained. Our school is active in the community, participating in and providing community events. In 2009 the school won the S.W.Qld. Green and Healthy School's award and the students were also the highest Fit4Fun fundraisers for Brisbane Children's Hospital Foundation. Although small in number, the school community is very supportive of school and extra-curricular activities. The curriculum focuses on literacy and numeracy and integrated units of study. The curriculum seeks to maximise the learning of all students by recognising and celebrating diversity whilst engaging students in intellectually challenging, practical and hands-on learning experiences. With only a small enrolment, students receive a great deal of individual support and through vital PCAP funding, the school is able to maintain a computer for each student. Our school motto is 'Quest for Success'.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2017, there are no students currently enrolled..

Future Outlook

In 2017, there are no students currently enrolled..

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1		1		50%
2015*	4	2	2	1	100%
2016	5	3	2	3	67%

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 no 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

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		3	6
Year 4 – Year 7	1		
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery Co-curricular Activities

How Information and Communication Technologies are used to Assist Learning

Social Climate

Overview

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	DW	DW	80%
they like being at their school* (S2036)	DW	DW	80%
they feel safe at their school* (S2037)	DW	DW	100%
their teachers motivate them to learn* (S2038)	DW	DW	100%
their teachers expect them to do their best* (S2039)	DW	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	100%
teachers treat students fairly at their school* (S2041)	DW	DW	100%
they can talk to their teachers about their concerns* (S2042)	DW	DW	80%
their school takes students' opinions seriously* (S2043)	DW	DW	25%
student behaviour is well managed at their school* (S2044)	DW	DW	50%
their school looks for ways to improve* (S2045)	DW	DW	100%
their school is well maintained* (S2046)	DW	DW	80%
their school gives them opportunities to do interesting things* (S2047)	DW	DW	75%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	DW	80%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	DW
students are treated fairly at their school (S2073)	100%	100%	DW
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%	86%	100%

* 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 Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,808	0
2014-2015	10,869	
2015-2016	11,955	

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	3	4	0
Full-time Equivalents	1	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	
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 (unknown)

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was unknown%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	93%

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 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).	93%	100%	73%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		62%

*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 Primary schools was 93%.

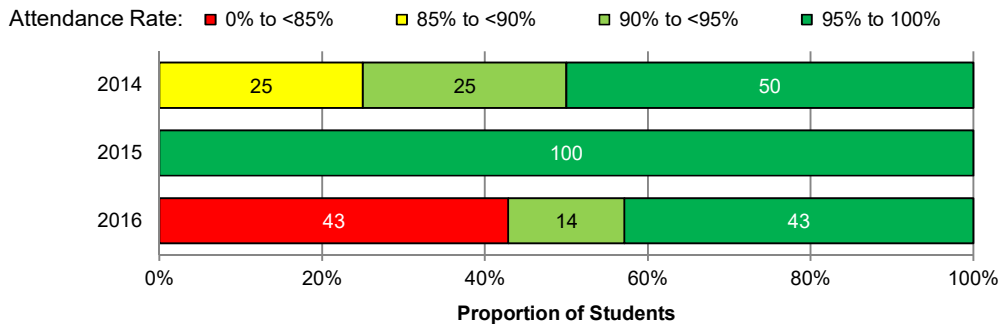
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014				DW	91%								
2015			DW	DW		DW							
2016				86%	88%		DW	DW					

*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.

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

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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.

