

Yeppoon State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 208 Yeppoon 4703
Phone	(07) 4925 1111
Fax	(07) 4925 1100
Email	principal@yeppoonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Steve Conner (Principal)

Principal's foreword

Introduction

This Annual Report is designed to outline Yeppoon State School's priorities, successes, performance and achievements. It aims to provide an accurate understanding regarding all aspects of the school. This report contains information for parents and the wider community about the School's journey in 2015 with a focus on student and school performance. The provision of activities that promote respectful relationships and personal development are a continuing focus at Yeppoon State School.

Our School mantra 'Tomorrow's success begins today at Yeppoon Primary School' underpins our values in a school that seeks to equip students to become lifelong learners, active investigators and responsible citizens.

2015 saw the School commit to implementing the Positive Behaviour for Learning with a view for full implementation in 2016.

The School was heavily impacted by Tropical Cyclone Marcia in February 2015 which resulted in the School being closed for a one week period. This cyclone caused quite significant damage to the grounds and some buildings as well as houses in Yeppoon. Our enrolments were impacted as families were forced to relocate. Our School community recovered well and we have regenerated the School gardens. The School culture remains strong.

School progress towards its goals in 2015

The direction of Yeppoon State School in 2015 was driven by the School's Annual Implementation Plan and Explicit Improvement Agenda.

Priority 1. Attendance

Strategy: Improve student attendance across all year levels through focused attention on students with less than 90% attendance. Utilise more targeted intervention to address these absences.

Actions

- Continued to send letters home seeking explanation for absence which had an increased frequency to weekly.
- Messaging service acquired to send text messages daily to parents of absent students.
- Continued to add graphs to newsletter showing absences (explained / unexplained)
- Continued to award trophy on assembly to class with most improved attendance continue to

provide end of year medals for attendance.

Priority 2. Attainment

Strategy: Continue to identify students at risk of not attaining NMS and provide with focused support.

Actions

- Employed 6 extra teacher aides (utilising Great Results Guarantee Funds) to provide each class in Prep to Year 4 with a dedicated teacher aide between the hours of 9:00pm and 1:00pm.
- Utilised School Support Staff to provide support to identified students. Triangulate data, from a range of collections, to identify growth and areas of need.

Priority 3. Writing

Strategy: Writing team develop a Whole School Writing Program utilising ACARA scope and sequence to outline exactly what and when components will be taught.

Actions

- Provided release time to enable writing team to develop Whole School Writing Program

Strategy: Staff moderate writing utilising the NAPLAN markers guide, both across year levels and across cluster schools.

Actions

- Provided PD to teaching staff to provide expertise around utilising NAPLAN marking guide.

Priority 4. Spelling

Strategy: Continue to implement WORDS THEIR WAY phonics, spelling and vocabulary program.

Actions

- Implemented "Words Their Way" across Prep to Year 5.

Priority 5. Reading

Strategy: Continue to focus on whole school reading utilising existing whole school reading plan.

Actions

- Continued to monitor the focussed, explicit teaching of reading across whole school.
- Whole school inservice with John Munro around the teaching of comprehension / the teaching of reading.
- Whole school utilisation of Fountas and Pinnell benchmark assessment system (previously used in years 4-7) to ensure consistency and continuity.
- Implemented levelled Fontas & Pinnell intervention program in a before school, thrice weekly program utilising teacher aide hours. Targeted groups consisted of Yr 3 Semester 1 and Yrs 2&4 Semester 2.

Future outlook

Priority 1. Attendance

- Ensure a clear Attendance Strategy is developed and communicated to the Whole School community
- Implementation of Positive Behaviour for Learning. Begun in term 4 2015, expect full implementation term 3 2016.
- Continue to award trophy on assembly to class with most improved attendance and continue to provide end of year award for attendance.
- Continue to work closely with external agencies to help to support families with low attendance records

Priority 2. Writing

- Review and implement whole school writing program developed in 2015 with the support of Master Teacher. Focus on Years 3 & 5 in first Semester with shift to Years 2 & 4 second semester.

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	336	136	200	16	87%
2014	361	160	201	30	85%
2015	320	159	161	33	85%

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 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:

Yeppoon State School provides a quality education for students and is situated close to the heart of the Yeppoon business centre and services the areas of Pacific Heights, Barlows Hill, Meikleville Hill and the esplanade, the town heart, the Club Estate, the Golf Links Estate, Barmaryee, Adelaide Park Road, Woodbury, Lake Mary and Seaview Hill.

The school is situated in the Livingstone Shire Council area and is part of the Central Queensland Education Region.

Nine Percent of our students identify as being indigenous and we have around eight percent of our students verified with a disability.

A trend of student transience has emerged over the last couple of years with our enrolments fluctuating throughout the year.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	18	17
Year 4 – Year 7 Primary	25	24	21
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	17	38	26
Long Suspensions - 6 to 20 days	5	1	1
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

A wide and varied curriculum is available at Yeppoon State School to meet the needs, talents and interests of all students including:

- A quality academic program based on the National Curriculum.
- A wide variety of sporting opportunities to challenge the very athletic and competitive, to general fitness;
- An instrumental music program that has been acclaimed at state level;

Additional programs to develop individual student interests including Maths club, the successful Science /Robotics Club, extension literacy groups, Drama Club, Landcare, Waste Warriors, Chess Club and Leadership camps. Leadership is nurtured in students through the student parliament, school captains, and sporting house positions.

At Yeppoon State School we have a strong philosophy about developing the whole child. Whilst, English and Mathematics form a core focus for the curriculum each day, other Key Learning areas as well as aspects of the National Values Education Framework contribute to every student's day. The Key Learning Areas taught include English, Mathematics, Science, History, Geography, Business & Economics, Civics & Citizenship, Music, Visual and Performing Arts, Physical Education, Japanese and Technology

Extra curricula activities

- Camps and Excursions - Students and teachers participated in a range of excursions and camps to support the curriculum including places such as Kinchant Dam, Yeppoon Beach, North Keppel Island Environmental Education Centre, Capricorn Caves, Capricorn Wetlands, Cooberie Park and The Flow. We are especially pleased with the success of the Year 6 Leadership Camp to the Capricorn Caves. Each year students are able to learn leadership and problem solving skills that prepare them for their position as school leaders the following year. Also, our school captains participated in the Keppel Coast Cluster Young Leaders Camp to Brisbane and follow-up activities.
- Carnivals - Swimming, Cross Country, Athletics, Ball Games, and Aquathon Carnival Days provide a wonderful opportunity for the whole school to participate in a range of competitive and/or fun events. Every child has an assigned sports house and their participation earned points for their team. The very athletic students had their results recorded and were able to compete in interschool and inter district competitions.
- Inter-school Sport – All students in Year 5 & 6 participated in Keppel Coast District (KCD) Friday afternoon sport.
- Rugby League and Netball Competitions – Regional Shield

- Sport Skills development days – AFL, Rugby League and Cricket gala days and development sessions were run by sports development officers who visited the school.
- Transition to High School Beach Activities – In Term 4 all Year 6 students from all schools on the Capricorn Coast joined in a selection of beach fun activities. The aim was to enable students to meet and socialise with each other before moving to High School
- Transition to High School – students requiring additional support to transition to High School were offered a program of support developed in consultation with Yeppoon SHS
- Instrumental Music and Choir performances - Performing Arts is highly regarded within the school. In 2015 Performing Arts students were given many opportunities to perform for school and community events.
- Combined School Concert – This event ran over a week in Term Three. All instrumental music students from all state schools on the coast met for an intensive workshop which culminated in a concert in the evening.
- Class Culminating Events - At the end of units of work many classes have engaged in activities that include parents and friends. This included things such as a Multi-cultural presentations, technology displays, plays and performances and many, many others.
- Under 8s Day - The junior school participated in a wonderful morning of fun activities with the support of the Yeppoon High School Early Childhood senior students. The Kindergarten students who are based in the old Preschool building on our site and Jacks Learning World, a nearby day care centre were invited to join in the day.
- End of Year Concert -In the last week of the school year the End of Year Concert was well attended by parents, grandparents and friends. Each class presented a performance of song, dance and fun. It was a great way to finish a terrific school year.
- Year 6 Graduation Ceremony – On an evening in the last week of school a special graduation ceremony was held for Year 6 students and their parents.
- Community Events – Yeppoon State School participated in a number of community events including ANZAC parade and service and Pinefest Parade Float.

How Information and Communication Technologies are used to improve learning

Information and communication technology continues to be used to enhance students' access to learning. Through the use of a variety of internet and computer based programs students are learning to critically analyse and manage the vast quantity of information and digital text that confronts people in today's society. Many of the web based programs used by our students are designed to support our reading program and can also be accessed from the student's home. Examples of these include Reading Eggs, A-Z Reading, A-Z Science, and RAZ Kids which are all favourites among our younger students.

Research, note taking and digital presentations continued to be an integral part of student learning and assessment tasks across the curriculum.

Two computer labs and classroom based computers were utilized by all classes to promote ICT skills across the curriculum. All classrooms have interactive whiteboards that are used daily by teachers and students. In 2015 the School purchased a pod of Ipads for use in classrooms.

Social Climate

The Yeppoon State School community is noted for the family atmosphere that permeates throughout the school. The wellbeing of every child is of utmost importance to teachers and administration.

In our school we operate five simple rules:

- Talk Friendly
- Follow the Instructions
- Hands Feet and Objects to Yourself
- Finish Your Work then Play
- Hats and Shoes to be Worn at All Times

These simple rules cover most situations and are known by all students and staff in the school. Consequences are clear and a process is in place to report issues to parents. While bullying is often a hot topic in the media, it is not prevalent within the school, however, students and parents are

encouraged to make teachers and administration staff aware of any issues of bullying or those that could potentially develop into bullying. The school is proactive in combating bullying behaviour and providing students with strategies should they witness bullying behaviour. Low level schoolyard conflict was often resolved with the guidance and support of the school Chaplain. The Chaplain was also a wonderful support to students and parents who were struggling with upheaval in the family.

Public acknowledgement of positive behaviour continued to form a large part of our Responsible Behaviour Plan. Each week teachers nominated a child from their class for an acknowledgement award which was presented on parade and published in the weekly newsletter. Children in Years 4-6 also worked towards their Bronze, Silver and Gold Positive Behaviour Awards which were presented on parade when achieved.

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)	92%	88%	90%
this is a good school (S2035)	92%	94%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	92%	100%	100%
their child's learning needs are being met at this school (S2003)	92%	88%	90%
their child is making good progress at this school (S2004)	92%	88%	80%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	88%	90%
teachers at this school motivate their child to learn (S2007)	88%	94%	90%
teachers at this school treat students fairly (S2008)	92%	88%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	100%
this school works with them to support their child's learning (S2010)	83%	94%	90%
this school takes parents' opinions seriously (S2011)	83%	94%	100%
student behaviour is well managed at this school (S2012)	84%	88%	100%
this school looks for ways to improve (S2013)	92%	100%	100%
this school is well maintained (S2014)	96%	94%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	92%	92%	94%
they like being at their school (S2036)	92%	87%	90%
they feel safe at their school (S2037)	84%	93%	90%
their teachers motivate them to learn (S2038)	88%	97%	97%
their teachers expect them to do their best (S2039)	97%	96%	96%
their teachers provide them with useful feedback about their school work (S2040)	92%	91%	91%
teachers treat students fairly at their school (S2041)	78%	82%	81%
they can talk to their teachers about their concerns (S2042)	88%	83%	76%
their school takes students' opinions seriously (S2043)	81%	81%	77%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	71%	73%	79%
their school looks for ways to improve (S2045)	90%	91%	89%
their school is well maintained (S2046)	81%	83%	87%
their school gives them opportunities to do interesting things (S2047)	90%	93%	91%

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)	91%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	97%	100%
student behaviour is well managed at their school (S2074)	85%	94%	100%
staff are well supported at their school (S2075)	92%	94%	100%
their school takes staff opinions seriously (S2076)	89%	97%	100%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	78%	90%	88%
their school gives them opportunities to do interesting things (S2079)	94%	96%	95%

'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

Parents were encouraged to participate in school life in a variety of ways including class volunteer programs, culminating curriculum activities, school community functions and fundraising activities. We also held meet and greet morning teas on two occasions and ran parent information sessions.

Parent/school relations continued to be highly valued at Yeppoon State School in 2015. For this reason teachers and administration staff took every opportunity to discuss individual student educational progress and wellbeing. Teachers made regular telephone calls to parents to discuss student successes or areas of concern as they arose. Parents were encouraged to visit their child's class regularly to view student work. Parents were strongly encouraged to bring any concerns to the attention of class teachers or administration staff promptly so that any issues could be resolved quickly.

Reducing the school's environmental footprint

At Yeppoon SS we take very seriously our responsibility to the local environment. Students are enlisted in a range of programs that both educate the school community and assist in reducing the schools environmental footprint. – These programs include Landcare, Waste Warriors, Reef Guardian, and environmental action camps and excursions. Infrastructure and policy within the school reflect our desire to reduce environmental impact including irrigation of ovals with treated potable water, energy efficient lighting, water tanks, solar panels and policies regarding air-conditioning usage. Electrical usage increased significantly with the consistent usage of the Resource Centre and Multi-Purpose Hall which were constructed under the Building Education Reform project, classroom up-grades through the National Schools Project and instillation of security lighting throughout the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	195,939	1,499
2013-2014	205,707	0
2014-2015	188,931	11,899

*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.

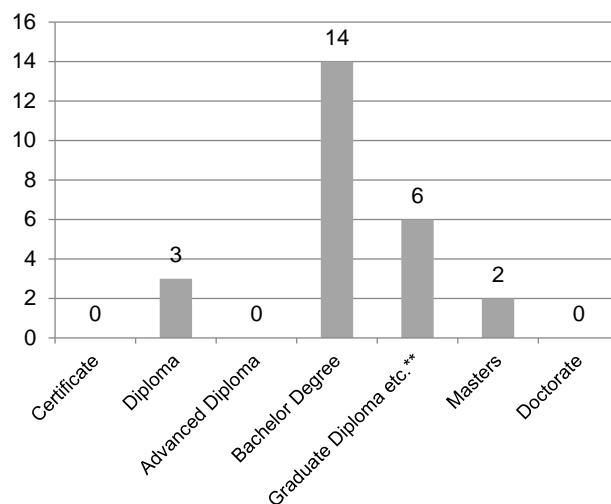
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	23	<5
Full-time equivalents	24	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	25



*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 \$22 498.

The major professional development initiatives are as follows:

- John Munro PD
- Fountas & Pinell PD
- Applied First Aid Training & CPR
- Conference Participation (Music, Leadership, BSM)
- Writing improvement

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	84%

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)

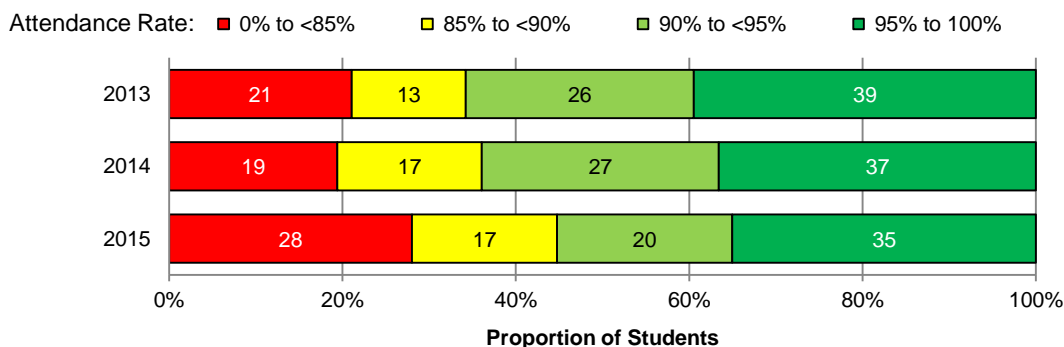
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	90%	91%	92%	91%	89%	89%	90%					
2014	88%	89%	92%	93%	91%	91%	87%	88%					
2015	89%	89%	91%	89%	92%	89%	89%						

*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.

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

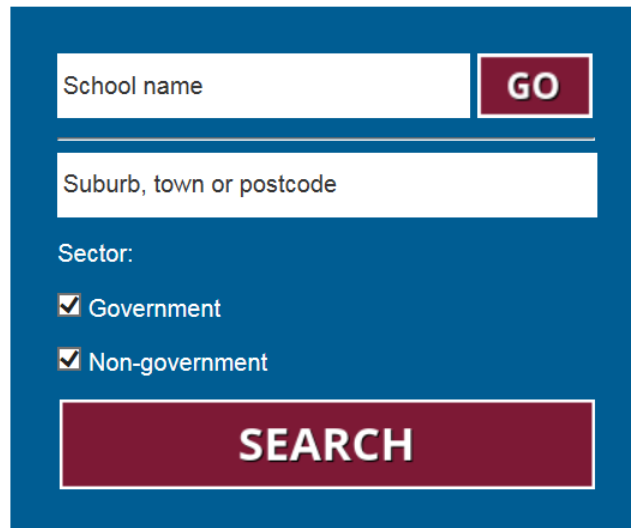
Each class teacher completed an attendance record morning and afternoon each day. When a child was late for school the class teacher completed a late note recording the time and reason for lateness. When a child returned from an unexplained absence a note was sent home to the parent asking for a reason to be provided. If a child was developed a pattern of absence, a number of consecutive unexplained days or has a significant number absences, contact was made with the parents. This contact was by telephone in the first instance and was followed up by a letter if the absence was continued. Parents were encouraged to meet with school administration staff to discuss the issues that were impeding attendance.

Regular newsletter items outlined the importance of regular attendance. At the end of year award presentation students with 100% attendance received a trophy. In 2015 additional encouragement rewards were also implemented to encourage increased student 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

The image shows a search form titled 'Find a school' with a blue background. It contains 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.