



Yeppoon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Yeppoon State School is a state government co-educational school in the Education Queensland Fitzroy-Central West Region. It overlooks the coastal township of Yeppoon and provides programs for around 325 students from Prep to Year Six. The school is characterized by attractive grounds of over 10 hectares, a swimming pool on site, two beautiful ovals and an environmental bush-walking trail. A wide and varied curriculum is available at Yeppoon State School to meet the needs, talents and interests of all students and includes a sound academic program based on the Australian Curriculum, a wide variety of sporting opportunities, an Instrumental Music program that has been acclaimed at state level, extension programs for the gifted and talented and a huge variety of interest groups and clubs. The Yeppoon State School community is noted for its wonderful family atmosphere and student-centred approach.

School progress towards its goals in 2018

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 2018 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.

The direction of Yeppoon State School in 2018 was driven by the School's Annual Implementation Plan and Explicit Improvement Agenda.

The Yeppoon State School improvement agenda priority for 2018 was writing attainment. Through the shared expectation that every student can learn, the following actions were implemented to improve student writing outcomes.

Clarity of Curriculum:

- Implement and monitor the effective use of the Whole School Curriculum Framework
- Provide opportunities for collaboration between classroom teachers and the inclusion team to best support the engagement and attainment levels for all students.
- Prioritise school financial and human resources to allow planning release time for all teachers to ensure clarity and differentiation of curriculum.
- Introduce Learning Walls within the school to document the learning journey for all students during units of work.

Moderation:

Writing samples were moderated within school and across Keppel Coast Cluster schools to ensure teacher judgement of writing standards were consistent.

Writing Blocks:

A consistent approach to teaching writing was achieved through the development and implementation of a writing placemat and feedback procedures. Explicit writing lessons were taught in writing blocks three times a week as well as Curriculum into classroom English units of writing. A Collegial feedback process was developed and implemented to assist staff in improving pedagogy in reading, writing, spelling and differentiation.

2018 Targets Achieved

>90% of students in year 3 reached National Minimum Standard in Reading, Writing, Grammar and Punctuation and Numeracy.

>90% of students in year 5 reached National Minimum Standard in Reading and Numeracy.

>20% of students in year 3 & 5 reached the Upper Two Bands in almost all NAPLAN areas

Student NAPLAN achievement was statistically similar to the nation in the areas of Grammar and Punctuation, Numeracy and Writing (Yr 5)

Future outlook

In 2019 the school will continue its focus on achieving our school vision *'Tomorrow's success begins today'* through the following improvement priorities:

- Engaged and successful learners
- High quality teaching and learning
- A reflective and collaborative learning culture
- Strong community partnerships

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	328	321	320
Girls	159	153	162
Boys	169	168	158
Indigenous	33	37	27
Enrolment continuity (Feb. – Nov.)	92%	90%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Yeppoon State School provides a high quality education for all students and is situated close to the heart of the Yeppoon Business Centre. The school services the areas of Meikleville Hill, Club Estate, Golf Links Estate, The Pines, 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.

14% of our students identify as being Aboriginal or Torres Strait Islander and approximately 6% students are verified with a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	26	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Yeppoon State School we have a strong philosophy about developing the whole child by implementing a wide and varied curriculum to meet the needs, talents and interests of all students including:

- A quality academic program based on the Australian 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 include STEM & Robotics Clubs, Senior and Junior Choir, Junior Landcare and Waste Warriors. Leadership is nurtured in students through the Student Parliament, School Captains, and Sporting House Positions.

Co-curricular 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, North Keppel Island Environmental Education Centre, Capricorn Caves, Capricorn Wetlands, Cooberrie Park and The Flow Centre.
- 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.
- Inter-school Sport – Students in Year 5 & 6 participated in Keppel Coast District (KCD) Friday afternoon sport as well as Gala Days.
- Rugby League and Netball Competitions – Regional Shield
- 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 2018 Performing Arts students were given many opportunities to perform for school and community events, including our Biennial School Musical.

- 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 Jac's Learning World, a nearby Day Care Centre were invited to join in the day.
- 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 assist 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 utilised by all classes to promote ICT skills across the curriculum. All classrooms have interactive TouchBoards that are used daily by teachers and students. The School has also purchased a pod of IPADS for use in classrooms.

Social climate

Overview

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 2018, the School fully implemented the Positive Behaviour for Learning (PBL) framework which augments the Responsible Behaviour Plan for Students. All students embrace our school manta of 'safe, respectful learners' which underpin our school-wide expectations:

- Be Safe
- Be Respectful
- Be a Learner

While bullying is often a hot topic in the media, fortunately it is not overtly 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 by providing students with prosocial strategies to manage their emotions. Low level schoolyard conflict was often resolved with the guidance and support of Staff and 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	94%	100%
• this is a good school (S2035)	95%	94%	93%
• their child likes being at this school* (S2001)	100%	94%	93%
• their child feels safe at this school* (S2002)	95%	88%	86%
• their child's learning needs are being met at this school* (S2003)	100%	94%	96%
• their child is making good progress at this school* (S2004)	100%	94%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	95%	88%	96%
• teachers at this school treat students fairly* (S2008)	95%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
• this school works with them to support their child's learning* (S2010)	95%	94%	96%
• this school takes parents' opinions seriously* (S2011)	90%	87%	81%
• student behaviour is well managed at this school* (S2012)	90%	69%	82%
• this school looks for ways to improve* (S2013)	95%	88%	81%
• this school is well maintained* (S2014)	95%	88%	86%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	95%	96%
• they like being at their school* (S2036)	91%	94%	96%
• they feel safe at their school* (S2037)	93%	93%	94%
• their teachers motivate them to learn* (S2038)	94%	98%	98%
• their teachers expect them to do their best* (S2039)	97%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	96%
• teachers treat students fairly at their school* (S2041)	85%	85%	88%
• they can talk to their teachers about their concerns* (S2042)	84%	83%	90%
• their school takes students' opinions seriously* (S2043)	86%	87%	95%
• student behaviour is well managed at their school* (S2044)	84%	80%	76%
• their school looks for ways to improve* (S2045)	94%	99%	98%
• their school is well maintained* (S2046)	87%	91%	96%
• their school gives them opportunities to do interesting things* (S2047)	93%	93%	97%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	84%	78%	75%
• they feel that their school is a safe place in which to work (S2070)	97%	78%	79%
• they receive useful feedback about their work at their school (S2071)	67%	52%	64%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	94%
• students are encouraged to do their best at their school (S2072)	97%	80%	90%
• students are treated fairly at their school (S2073)	95%	64%	72%
• student behaviour is well managed at their school (S2074)	81%	42%	52%
• staff are well supported at their school (S2075)	59%	44%	45%
• their school takes staff opinions seriously (S2076)	61%	40%	48%
• their school looks for ways to improve (S2077)	78%	69%	59%
• their school is well maintained (S2078)	86%	67%	52%
• their school gives them opportunities to do interesting things (S2079)	74%	58%	61%

* 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

Parents were actively 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 sessions and ran Parent Information sessions for interested parents and carers. Parent/school relations continued to be highly valued at Yeppoon State School in 2018. 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.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The School delivers a Virtues Program which has been adapted from the book: Popov, L. "The Family Virtues Guide" (1997). This book provides simple ways to bring out the best in our children and ourselves and is a multi-cultural and interfaith handbook. Altogether there are 52 virtues. The School also has a PBL focus each week which is discussed in each class as well as on school assemblies.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	29	25	45
Long suspensions – 11 to 20 days	1	2	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Yeppoon SS we take our responsibility to the local environment very seriously. Students are enlisted in a range of programs that both educate the school community and assist in reducing the school's environmental footprint. – These programs include Landcare, Waste Warriors, and environmental action camps and excursions.

Infrastructure and policy within the school reflect our desire to reduce our environmental impact by including irrigation of ovals with treated potable water, energy efficient lighting, water tanks, solar panels and policies regarding air-conditioning usage. Electrical and water usage decreased significantly in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	159,476	578,905	185,534
Water (kL)	4,921	21,646	4,288

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	17	<5
Full-time equivalents	24	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	18
Bachelor degree	13
Diploma	
Certificate	

*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 2018 were \$ 7126.

The major professional development initiatives are as follows:

- Literacy
- Peer Coaching
- OneSchool Functionality
- Network/ Cluster learning meetings
- Wellbeing

- Australian Curriculum
- Student Support
- Technology

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	89%	91%
Attendance rate for Indigenous** students at this school	83%	79%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	86%	93%
Year 1	91%	90%	91%
Year 2	88%	92%	91%
Year 3	91%	89%	92%
Year 4	91%	89%	91%
Year 5	93%	89%	91%
Year 6	88%	90%	91%

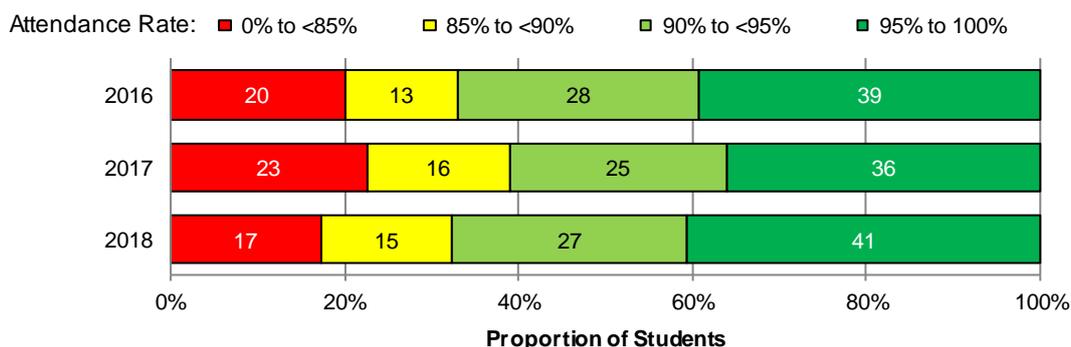
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Yeppoon State School class teachers completed an attendance record in the morning and afternoon of each day. All students who arrive at school after the morning bell must report to the office for a late slip. The school utilised Same Day Reporting for absent students.

When a child had developed a pattern of absence, including a number of consecutive unexplained days or a significant number of 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 students with 100% attendance received a reward. In 2018 additional encouragement rewards were also used to encourage increased student attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.