



Yarrabilba State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Yarrabilba State School is a Prep to Year 6 co-educational state primary school located in the master planned estate of Yarrabilba nestled between Logan Village and Tamborine. Yarrabilba (established 2011) is an emerging suburb with many new residents arriving from within Queensland, interstate and overseas to start new lives in this vibrant community.

Over 2019, Yarrabilba State School was identified as one of the fastest growing state primary schools in Queensland which presented a range of complexity in recruiting staff, supporting students who present with a diverse range of needs and building partnerships with parents/carers.

Since opening in 2018, Yarrabilba State School has become a hub for the community – a place where young families can connect with each other. With the opening of the Family Community Place (located within the school grounds and run by Children’s Health Queensland) in October 2018, there is strong support and links from services from pre-birth to primary schooling for students and their families.

Our school motto, *‘Together Believing Together Achieving’* articulates the strong vision our school lives and breathes every day. We are committed as a new school to keep this vision at the forefront as the school rapidly expands.

Yarrabilba State School has excellent modern facilities with well-equipped classrooms (40), green spaces, innovation and practical learning spaces, dedicated Student Support Centre, music rooms, multipurpose hall and court and large oval. The resource centre overlooking the oval houses a wide range of reading books and resources for students and staff. Café Crunch (the new tuckshop) opens 3 days a week offering an extensive range of food that is prepared and cooked in the commercial grade kitchen facility located beneath the Resource Centre.

As a new school that opened in 2018, the priorities in 2019 were to build on the foundations of learning and teaching with a focus on implementing the Australia Curriculum within a student centred environment. With large numbers of new students arriving each week, significant focus was on developing strong connections with our students and their families while developing support and interventions for the range of students’ needs.

The development of a strong TEAM culture at Yarrabilba was vital from the start and over the course of the year, staff members have worked in collaborative Professional Learning Teams from year level cohort, teacher aide teams, Engagement (Student Support), facilities and leadership. The School Review team confirmed the strength of the positive TEAM culture in August 2018.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total		470	707
Girls		218	348
Boys		252	359
Indigenous		42	70
Enrolment continuity (Feb. – Nov.)		91%	90%

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 2019, there were no students enrolled in a pre-Prep program.

At Yarrabilba State School, we embrace and celebrate our cultural and ethnic diversity and focus on each child as an individual.

Our students come from within Queensland, interstate and overseas including New Zealand, Middle East, Pakistan, Africa, Western Europe and Asia. Our school population comprises of about 10% of families for whom English is a second language/dialect. Approximately 10% of students identify as being Indigenous.

Enrolments grow rapidly each week, so it has been important to ascertain students' needs and to plan within existing resources how best to support them. Many of these students move to Yarrabilba for 'new beginnings' and as a school we work closely with them and their families to build trust and productive partnerships as well as to build their capacity to create new connections and friendships.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3		21	22
Year 4 – Year 6		24	28
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Yarrabilba State School offers learning opportunities through integrated units for STEAM (Science, Technology, English, Arts, Mathematics) and HASS (History and Social Sciences) aligned to the Australia Curriculum. As a new school, the focus for building staff capability in curriculum design aligned to the Australia Curriculum continued to be a priority for 2019.

Over 2019, we welcomed 29 new teachers to our staff requiring significant investment in professional learning and support in curriculum design, learning and teaching. The recruitment of a Head of Curriculum in July 2019 was vital in leading the ongoing curriculum initiatives that has provided the staff with weekly professional learning and co-creation of curriculum plans and monitoring of the enacted curriculum with our students.

We provide students with opportunities to learn in environments that are conducive to collaborative learning as well as higher order thinking. The modern classrooms offer height adjustable furniture, whiteboard huddle tables/double desks and different seating options that can be configured to suit the task. Each classroom has large teaching walls with storage and teaching whiteboard/display and interactive touch screen panels to ensure curriculum delivery is challenging and interesting for our students.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

Yarrabilba State School offers a range of co-curricular activities including:

- Choir
- Dance troupes A and B
- Instrumental Music (brass, woodwind and percussion)
- Lunchtime programs including skipping, yoga, Just Dance and boot camp, robotics, Japanese
- Camping Program from Year 3 (Year 3 Sleepover, Year 4 - Moogerah Dam, Year 5 – Hosanna Farm Stay Year 6 – Currimundi Recreational)
- Science Week
- Literacy and Numeracy Week
- Student Leadership Program
- Indigenous Students Program
- Sports Days and District Sports Representation
- Touch Football
- Learn to Swim

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Yarrabilba State School offers students authentic learning opportunities that incorporate the use of digital technologies in real and purposeful ways.

The school is equipped with the latest technology to motivate and engage students in 21st century learning with interactive touch screen panels, laptops, iPads, digital cameras, robotics, 3D printing and drone technology. The school is fully networked with access to fast speed internet. A green room is available for use by lessons and secure trolleys with laptops and iPads are located in secure stores in classroom blocks. A fully quipped Innovation Centre is the hub for the robotics program and offers a space for students to explore digital technologies.

A full time IT technician maintains the IT systems and equipment, manages the school online platforms and undertakes modelled lessons and coaching with teachers and students in using the wide range of digital devices in the school.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Yarrabilba State School has established clear expectations for all students with our school rules of:

- * Be Safe
- * Be Responsible
- * Be Respectful
- * Be a Learner

These expectations form the basis of daily social conversations and provide consistent language for our school community with these behaviours being recognised and celebrated throughout the school.

Yarrabilba State School uses Positive Behaviour for Learning (PBL) as the foundation for building a strong culture based on high expectations for student behaviour. From July 2018,

The focus on the explicit teaching of expected behaviours through the fortnightly PBL focus has been used to develop student skills in managing conflict, respond to bullying and build resilience.

The Yarrabilba State School Responsible Behaviour Plan is the means by which a safe, supportive environment is being developed as the school expands rapidly with new students.

In 2019, we trialled the implementation of the Zones of Regulation to build students' capacity to self-regulate and co-regulate their emotions. The introduction of two Zones spaces in the school equipped with beanbags, mini trampolines, sensory tools, music and calming resources with support personnel has provided additional support for students who display dysregulated and heightened behaviour over the course of the school day.

Yarrabilba State School experiences a significant degree of transience, that is, children moving to the school during the year and children moving away to other areas. This factor carries with it the challenge of constantly changing dynamics in a classroom and playground situations and the added challenge of catering for students with diverse social and learning needs.

A Student Council, consisting of student representatives from Years 4 – 6 meet regularly to discuss ideas, suggest projects that they lead across the school in order to have a student voice and real life contributions to the school through their fund raising activities.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)		85%	94%
• this is a good school (S2035)		76%	85%
• their child likes being at this school* (S2001)		96%	89%
• their child feels safe at this school* (S2002)		79%	83%
• their child's learning needs are being met at this school* (S2003)		82%	86%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is making good progress at this school* (S2004)		82%	86%
• teachers at this school expect their child to do his or her best* (S2005)		89%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		70%	79%
• teachers at this school motivate their child to learn* (S2007)		75%	88%
• teachers at this school treat students fairly* (S2008)		74%	74%
• they can talk to their child's teachers about their concerns* (S2009)		86%	94%
• this school works with them to support their child's learning* (S2010)		78%	83%
• this school takes parents' opinions seriously* (S2011)		73%	67%
• student behaviour is well managed at this school* (S2012)		65%	60%
• this school looks for ways to improve* (S2013)		81%	76%
• this school is well maintained* (S2014)		100%	91%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)		93%	88%
• they like being at their school* (S2036)		90%	89%
• they feel safe at their school* (S2037)		81%	79%
• their teachers motivate them to learn* (S2038)		94%	91%
• their teachers expect them to do their best* (S2039)		95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)		94%	88%
• teachers treat students fairly at their school* (S2041)		91%	83%
• they can talk to their teachers about their concerns* (S2042)		90%	78%
• their school takes students' opinions seriously* (S2043)		87%	81%
• student behaviour is well managed at their school* (S2044)		72%	55%
• their school looks for ways to improve* (S2045)		91%	91%
• their school is well maintained* (S2046)		94%	86%
• their school gives them opportunities to do interesting things* (S2047)		90%	95%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)		97%	79%
• they feel that their school is a safe place in which to work (S2070)		87%	79%
• they receive useful feedback about their work at their school (S2071)		70%	67%

Percentage of school staff who agree# that:	2017	2018	2019
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		76%	79%
• students are encouraged to do their best at their school (S2072)		93%	97%
• students are treated fairly at their school (S2073)		87%	69%
• student behaviour is well managed at their school (S2074)		57%	39%
• staff are well supported at their school (S2075)		67%	48%
• their school takes staff opinions seriously (S2076)		72%	69%
• their school looks for ways to improve (S2077)		93%	91%
• their school is well maintained (S2078)		97%	91%
• their school gives them opportunities to do interesting things (S2079)		90%	85%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

The importance of home and school working together as a team to achieve positive outcomes for children is widely supported across the school community, and all parents/caregivers are encouraged to be part of our community of learners. We encourage parents to participate in their child's education in whatever way they are able as we believe that strong, productive partnerships with parents and the wider community are essential for ongoing success. The following outlines the opportunities we make available to the school community as well as the partnerships formed with the Yarrabilba community.

- Yarrabilba State School Parents and Citizens Association
- Yarrabilba State School Volunteer Induction and Volunteering Opportunities
- Weekly assemblies
- Logan Rivers Early Years Neighbourhood Network (local schools, health services, early years providers, community representatives)
- Appointment of Early Years Pedagogical Coach (shared between Logan Village SS and St.Clare's Catholic Primary) to work with agencies, schools and early years educators to build strong transitions for students into prep.
- Yarrabilba Family and Community Place –facility run by Children's Health Queensland in school grounds
- Playgroup (in partnership with First Five Forever)
- Yarrabilba Community Organisation – including student performances at annual Carols in the Parklands community event
- Thom and Ann's Café and Deli
- Lendlease
- Logan City Council
- Feeder Secondary Schools

- Electronic newsletter, Facebook, Website
- QParents
- Parent/teacher communication, meetings and interviews

Parents of students requiring modified learning programs and support/intervention programs are encouraged and invited to meet and collaborate with school personnel to provide input and feedback. Parents meet with class teachers, support staff and at times, administration team members, to discuss the specialised needs of their child in order for them to successfully access the curriculum. Parents are able to offer insight and contribute to the goal setting for their child as strategies and plans are developed to support students' needs.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days		136	177
Long suspensions – 11 to 20 days		1	1
Exclusions		0	0
Cancellations of enrolment		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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools, it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

As a new school, the focus on environmental sustainability in facility design, layout and fittings was a key factor considered by the architects and construction company FKG. All buildings have louvres allowing for cross flow-through air, increased natural lighting and recyclable materials where possible. There are expansive gardens and since opening, three new vegetable/herb garden and sensory experience were installed in the Student Support Centre, Prep and Café Crunch areas. Produce from these gardens is used in student learning experiences and food preparation in Café Crunch.

We have limited air conditioning in the school (in Café Prep area, Student Support Centre and IT server room) only. Solar panels are mounted on the Administration and Prep buildings. Recycling of toner cartridges and cardboard is undertaken and fans/lights are turned off when rooms are not in use during the day.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)		66,942	179,787
Water (kL)		6,255	8,597

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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

The screenshot shows a rectangular button with the text 'View School Profile' in a dark font.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and 'Schools map'.

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	48	28	0
Full-time equivalents	45	20	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.		97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school		91%	89%
Attendance rate for Indigenous** students at this school		88%	89%

* 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	2017	2018	2019
Prep		90%	89%
Year 1		91%	87%
Year 2		90%	89%
Year 3		92%	87%
Year 4		90%	90%
Year 5		90%	92%
Year 6		89%	89%

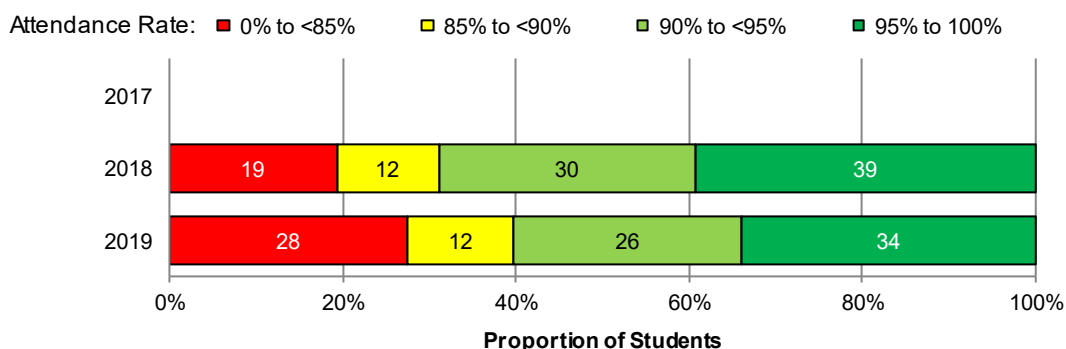
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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 Yarrabilba State School, we believe high rates of attendance = increased student success. Teachers at Yarrabilba State School are required to monitor and track daily school attendance, ensuring that all absences have been explained and recorded in OneSchool. This forms part of our commitment to improving outcomes for all learners – every child achieving success, every day. Class rolls are marked twice daily by classroom teachers directly onto OneSchool.

Yarrabilba State School requires parents to notify the school of their child's absence on or prior to the day of absence. This can be done via phone, QParents, email or by letter to the teacher with either the teacher or front office staff processing/entering the explained absence on OneSchool. Late arrivals and early departures are monitored and reasons documented in OneSchool by the front office administration staff. After the first daily roll marking is undertaken a text message is sent via SOBS to the families of those students with an unexplained absence requesting a suitable explanation.

If a student displays ongoing absenteeism (more than 3 days) or patterns of late arrival without reasonable explanations the parent is contacted by the Deputy Principal responsible for that year level to discuss the situation. If there is no improvement, a formal letter is sent to the parent reminding them of their responsibility to ensure their child attends school each day and to possible legal action that may be taken.

Regular communication is made through the newsletter, on electronic signage and discussions with families on the requirement for regular school attendance. Information about regular school attendance is provided as part of the enrolment pack and discussed at the weekly enrolment sessions.

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.

Search by school name or suburb School sector School type State

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