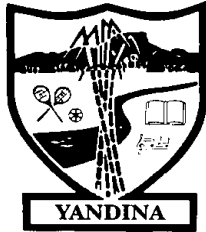


# Our school at a glance



Postal address	School Road Yandina 4561
Phone	(07) 5472 9333
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Email	the.principal@yandinass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Mr Rob Jennings (A/ Principal)

## Principal's foreword

### Introduction

The School Annual Report is a summary of the priorities, achievements and performances of the school during 2011. It aims to provide an understanding of the key aspects of the school through collation of data and feedback provided by students, parents, carers and staff.

We welcome new families at YANDINA STATE SCHOOL and Parents are encouraged to visit us to discuss the school and to view the facilities first hand.

Whilst available electronically through our website, a copy of this report can also be accessed upon request through the office.

### School progress towards its goals in 2011

During 2011, the school focussed on a number of major priorities. Many of these were interwoven:

#### Curriculum – The Key

Raising awareness of the Australian Curriculum in 2011 involved reviews of our curriculum programs to ensure they were up to date and meeting the needs of our students. This resulted in the redevelopment of our English and Mathematics programs and adjustments to our Primary Connections Units for our Science program. Other programs that were adjusted included the school's ICT overview.

#### Learning Support

Specialist teachers, teachers' aides and resources were used to support the learning of students.

#### Energy Action Plan

The school continued to implement the Energy Action Plan that involved staff and students to reduce our carbon footprint through the careful use of electricity. To reduce the use of "imported" electricity, the school used funds from the National Schools Solar Scheme to increase of solar panels to 54.

#### School Wide Positive Behaviour Support

SWPBS is a program that approaches the management of student behaviour in a positive way. During 2011, the school established a committee of staff members and a parent representative to lead the introduction of the new program.

#### Extra Curricular Activities

In addition to the school's curriculum programs, students had the opportunity to participate in a variety of extra curricular activities that fostered their interests and skills, including:

#### Gardening

Students were able to care for the schools fowls and vegetable gardens which were part of the curriculum but also an interest during recesses.

# Our school at a glance

## **Sport**

Students in the middle and upper school participated in interschool sports during the year.

## **Information and Communication Technology**

The continued development of ICT had three main foci:

- the purchase of additional hardware
- the ongoing training of staff
- the review and adjustment of the school's ICT guidelines

## **Future outlook**

Improvement in students' achievements will always be a strong emphasis, particularly the improvement of reading comprehension and number.

- Implementation for Australian Curriculum will be a major priority during 2012. Teachers are well placed for its implementation in by using the C2C Units developed by DETE.
- Implementation of Indigenous Education strategies through Closing the Gap funding program, EATSIPS and our ICA (Indigenous Community Advisor)
- Continuation of the implementation of the school's SWPBS program
- Review of the school's Learning Support and Special Needs program

### Key priorities for 2012 include:

Continued development of a differentiated quality curriculum through:

- Implementing C2C Units of work.
- Staff professional development on supporting all students through differentiation
- The management of our students' behaviour through the SWPBS
- Continued preparation for the implementation of the Australian Curriculum within other Learning Areas.
- Implement strong pedagogical practice focusing on Reading and Number.

# Our school at a glance

## School Profile

### Record:

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
276	124	152	90%

Characteristics of the student body:

Students attending Yandina State School largely comprise children from the residential area of the local township. Other students live in rural residential areas on the outskirts of the town. In addition, some students travel from surrounding communities. As the school is located on the northern edge of the town, most of the students travel to school by car or by bus.

Our student enrolment has a close balance of girls and boys with approximately 8% Indigenous students.

In 2011, The school was organised into 12 classes from Prep to Year 7 with an average class size of 23.

To cater for the learning needs of all students, modifications are made to the curriculum and support and extension programs are provided for identified students where necessary. Students with special needs make up 2% of the student population and are supported in the regular class setting by a specialist teacher and trained teacher aides.

Each year, student leaders are selected to provide opportunities for students to be involved in decisions that affect the student body. These leaders include school captains, sports captains and student councillors.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20
Year 4 – Year 10	25.6
All Classes	22.3

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings

Yandina State School provides a well-balanced curriculum. However, by implementing the following aspects, the school has created a distinctive combination of offerings:

- Italian LOTE Program
- Integrated usage of computers and technology in learning
- Instrumental Music for students in Years 5 to 7
- Sport: Learn-To-Swim program for students in Prep to Year 5, interschool sport, athletics, cross-country, training in a range of sports codes with regional coaches.
- Surf Awareness Program for students in Years 6 and 7
- Learning Support Programs for individual and small groups of students
- Perceptual Motor Program
- School excursions linked to curriculum units

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Extra curricula activities

- Learn-To-Swim program for all students in Prep to Year 5
- Surf awareness program for all students in Years 6 and 7
- Sport: Auskick program, Guppies program,
- Choir
- Out of School Active After School Sport,
- International Study Tours
- Developmental Camp Program from Year 1 to Year 7
- Wakakirri Dance Performance
- Gardening and fowls
- Academic competitions

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How Information and Communication Technologies are used to assist learning

The staff of Yandina State School recognise the importance of Information and Communication Technologies as an integral learning tool for learning in the 21<sup>st</sup> century. ICTs provide stimulating learning environments are required for information literacy. To this end, ICTs are embedded across all curriculum year levels. Students use ICTs, including the internet, email and, increasingly, interactive whiteboards in their learning activities.

All students have easy access to computers. All classrooms have internet connection and are provided with computers, the Resource Centre has a bank of computers and the school has a fully equipped computer lab 28 computers. A smaller computer lab is available for small groups of students.

The school's infrastructure allows every class to access resources and programs through Education Queensland's web based Learning Place. Teachers also have access to a wide range of network based literacy and numeracy software which is used to enhance learning in the classroom.

Teachers are guided by the school's ICT guidelines

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## Social climate

Yandina State School is a relatively small school with a country climate where emphasis is placed on basic values of being responsible to others and the environment and being considerate to ourselves and others.

# Our school at a glance

Students are provided with a number of pastoral care initiatives including a chaplaincy program, a guidance officer, an integration teacher, a behaviour management advisory teacher and access to specialist teachers.

During 2010, the school commenced the implementation of the School Wide Positive Behaviour Support program and continued in this development in 2011.

Families are valued and are an important element in tool the learning partnership.

The school's Out of School Hours Care program is available to all families.

The school's Anti-Bullying Policy was continued during 2011. Students are regularly consulted to ensure the incidence of any form of bullying is monitored.

## Parent, student and teacher satisfaction with the school

The following data is drawn from the 2011 School Opinion Survey which shows how students, parents and staff view our school across a number of performance areas.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	81%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	73%

DW – Data withheld

## Involving parents in their child's education

Yandina State School encourages and values the partnership role with parents. The school provides opportunities for parents to be involved in the school at various levels. Some of these opportunities include:

- P&C Association and its subcommittees meet monthly to discuss ways in which they can contribute to the students' education at the school.
- Information is provided through the school newsletter and the school's website.
- Parents participate in school activities such as Wakakirri, Christmas concert, excursions, Under Eights Week and sports days.
- Parents assist in classrooms in many ways including reading, Art and gardening.
- Parent and community members representatives are invited to join our committees (such as P&C, Chaplaincy, SWPBS, tuckshop).
- Information sessions are held to inform parents about classroom routines and procedures.

## Our school at a glance

Parents are kept informed about their children's progress through formal and informal meetings during the year. Written progress reports with parents interviews are provided in June and December.

### Reducing the school's environmental footprint

During 201, the school continued to implement our Energy Action Plan by encouraging all students and staff to use energy and water wisely.

Environmental footprint indicators, 2010-2011

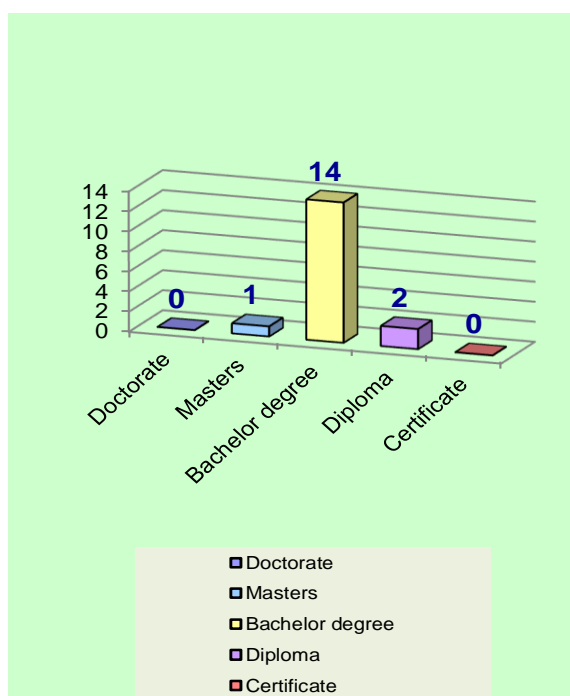
	Electricity KwH	Water KL
2011	77,116	9,084
2010	83,969	2,069
% change 10 - 11	-8%	339%

# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	11	0
Full-time equivalents	17	8	0

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	14
Diploma	2
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$21000.

The major professional development initiatives are as follows:

- Curriculum development and planning
- Rehabilitation and Return to Work training
- Number – First Steps in MATHS training
- Behaviour Management
- ICT Pedagogical License and Certificate training
- Schools Officer network meetings
- Everyday With ADHD (ADHD training)
- Science Sparks for teachers of Years 4 to 7.

The involvement of the teaching staff in professional development activities during 2011 was 100%

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 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**

Search by school name  **GO**

Search by suburb, town or postcode

Sector  Government  Non-government

**SEARCH**

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<b>GO</b>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

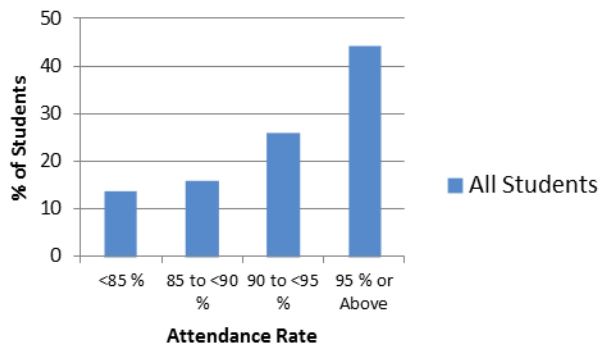
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	95%	92%	96%	88%	92%	88%	n/a	n/a	n/a	n/a	n/a

### 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 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.

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Class rolls are marked at 9.00am and after lunch at 1.40pm. Unexplained absences are immediately referred to the administration for follow up.

Students are to be signed out when parents collected their children during school hours.

Parents are required to advise the school of their children's absence.

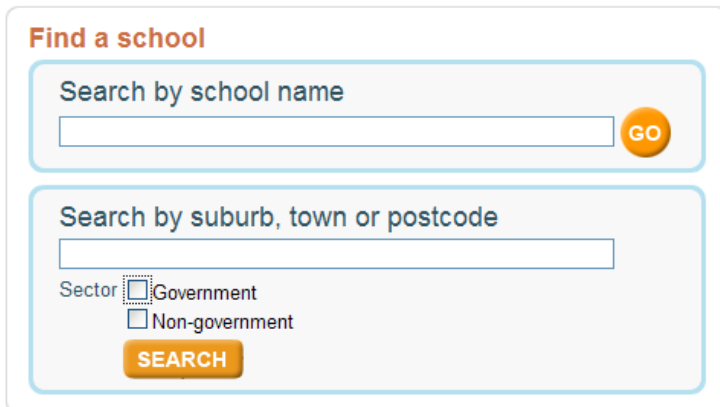
When absences are not explained, the school contacts the parents either verbally or in writing to ascertain the reasons for the absence.

# Performance of our students

## 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

**At Yandina State School, the education of all students regardless of background is considered as our core business.**

In 2011, there were 24 Indigenous students enrolled at our school.

The average attendance of all Indigenous students in 2011 was very similar to the whole school. The gap between Indigenous and non-Indigenous students' attendance was above 0.8.

Yandina State School closed the Gap in 2011 in Writing and Numeracy in Year 3 NAPLAN Scores. Yandina indigenous students exceeded the region expectations.

Closing the Gap Funds were used to provide teacher aide time to:

- Assist Indigenous students with their learning;
- Implement a cultural studies program