Yandina State School (0491)

Queensland State School Reporting

2012 School Annual Report

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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.

Queensland State School Reporting
2012 School Annual Report

School progress towards its goals in 2012

KEY SCHOOL PLANNING PRIORITIES FOR 2012	Specific strategies to achieve the priorities (and the staff responsible for managing this strategy)	Performance measurement indicator
C2C Implementation & Delivery	**Principal, HOC, Librarian, Class Teachers & Specialist Teachers**	
Curriculum delivery and alignment within school.	• Continued implementation of C2C with Aust. Curriculum exposure. • Staff Support Measures through the use of HOC, Librarian & Principal. • Ensure all Curriculum Updates are passed on to staff via email. • Resource all classrooms with basic ICT resources (2012 all classrooms to have short throw projector (STP) mounted in roomEnsure teachers adopt C2C Unit time frames. • Use of One School for all planning and assessment.	Achieved Achieved Achieved Achieved Working Towards
School Planning Reporting And Reviewing Framework	**Principal/ All Staff / Students and Community Members**	
Implement the 3 step process to develop a new Strategic Plan setting future direction for the school.	• Engage a wide range of school and community stakeholders to develop a new 4 Year Strategic Plan that sets school targets, goals, direction and expectations.	• Development of School Plan 2013 – 2016 was achieved
Quality Schooling Commitment and Social Emotional Wellbeing of Student/Staff	**Whole Staff**	
Establishing and maintaining a positive and supportive learning culture and environment for staff, students and parents.	• Ensure opportunities for staff development with ESCM and profiling. • Create opportunities to share expertise among staff (Coaching Model). • Revise & implement Responsible Behaviour Plan • Implement School Wide Positive Behaviour System • Use One Portal as schools main mean of internal communication. • Develop and use school website as main source of external information. • Investigate partnerships with other government agencies and private business. • Create opportunities for reviewing and discussing individual needs (differentiation) of students with teachers. • Transition Plan for whole school and individual students across all phases of learning including Year 7 Trial with Nambour State High School. • Action DPF. Align with DET/Union expectations	• Achieved in 2013 • Working Towards • Achieved 2013 • Achieved • Achieved • Working Towards • Working Towards • Achieved • Achieved • Working Towards

Queensland

Queensland State School Reporting
2012 School Annual Report

Indigenous Engagement & Closing the Gap Strategy	**Whole Staff**	
Learning strategies to engage students to remain active participants at school. Including academic results and community awareness	• Continued implementation of EATSIP • Appropriate use of 'Closing The Gap' Funding • Investigate links with Employment & Indigenous Initiatives • Re-establish community links working with Ind Ed DET NCR Manager.	• Working Towards • Achieved • Working Towards
Improvement Agenda Focus on Reading, Number and Data Analysis	**Principal, HOC, All Teaching Staff and Support Staff**	
Data Analysis Reading Number	• Create opportunities for data information and analysis—Meetings • Establish team to develop whole school plan to collect authentic data • Communicate data (transparency) - no blame culture (accountability) • use systemic data to inform and individualise teaching – Differentiation • Engage with Regional Project Officers – English, Numeracy & Data. • Set school Targets and Benchmarks P-7 • Guided Reading Focus throughout whole school • First Steps Training - Number	• Achieved • Achieved • Achieved • Working Towards • Achieved • Working Towards • Achieved • Achieved

Future outlook

Our key SCHOOL PRIORITIES 2013 are based on the School Plan 2013 – 2016. They positively address the immediate needs of our school. They are:

School & community partnerships
•   Getting Ready For Secondary School
•   Develop and implement Responsible Behaviour Plan using SWPBS
•   Community opportunities for development
•   Develop Partnerships with local community groups

School curriculum
•   Implement the Australian Curriculum
•   Develop Whole School Reading Plan

Teaching practice
•   Develop and enact a pedagogical framework based on ASOT or other approved framework
•   Prepare for T&L Audit
•   NAPLAN Improvement Strategy
•   Develop Whole School Curriculum and pedagogical Framework

Principal leadership and school capability
•   Implement the Developing Performance Framework for all staff
•   Focus on Instructional leadership

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	270	137	133	89%
2011	276	124	152	90%
2012	246	105	141	90%

Student counts are based on the Census (August) enrolment collection.

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 balance of boys and girls with approximately 10% Indigenous students.

In 2011, The school was organised into 11 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 4% 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	20	19
Year 4 – Year 10	24	26	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	19	7	14
Long Suspensions - 6 to 20 days	1	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

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 21st 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

Social climate

Yandina State School is a small school with a country climate where emphasis is placed on basic values of being SAFE, RESPECTFUL, LEARNERS.

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

During 2012, the school continued the implementation of the School Wide Positive Behaviour Support program

Families are valued and are an important element in tool the learning partnership and this has been stressed in The Yandina State School Plan 2013 - 2016.

The school's Out of School Hours Care program is available to all families and is run by Helping Hands.

Parent, student and staff satisfaction with the school

The following data is drawn from the 2012 School Opinion Survey which shows how students, parents and staff view our school across a number of performance areas.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	92.3%
this is a good school	96.0%
their child likes being at this school*	84.6%
their child feels safe at this school*	88.5%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	88.5%
teachers at this school expect their child to do his or her best*	95.8%
teachers at this school provide their child with useful feedback about his or her school work*	88.5%
teachers at this school motivate their child to learn*	84.6%
teachers at this school treat students fairly*	82.6%
they can talk to their child's teachers about their concerns*	88.5%

this school works with them to support their child's learning*	80.8%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	80.8%
this school looks for ways to improve*	96.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012[#]
they are getting a good education at school	84.4%
they like being at their school*	71.1%
they feel safe at their school*	88.9%
their teachers motivate them to learn*	88.9%
their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	84.1%
teachers treat students fairly at their school*	80.0%
they can talk to their teachers about their concerns*	62.2%
their school takes students' opinions seriously*	72.7%
student behaviour is well managed at their school*	54.5%
their school looks for ways to improve*	88.9%
their school is well maintained*	93.2%
their school gives them opportunities to do interesting things*	75.6%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	72.2%
with the individual staff morale items	80.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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, Facebook Site, Email and the school's website.

- Parents participate in school activities such as the Christmas concert, School Discos, 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012 our school administration discovered an inconsistency with our water usage. The school investigated and identified a water leak which was hidden under the construction of our recently developed multipurpose area. The problem has been rectified. Our Electricity usage has remained constant but still under 2009 – 2010.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	83,969	2,069
2010-2011	77,116	9,084
2011-2012	78,540	13,153

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	12	<5
Full-time equivalents	16.5	7.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	17
Diploma	1
Certificate	0
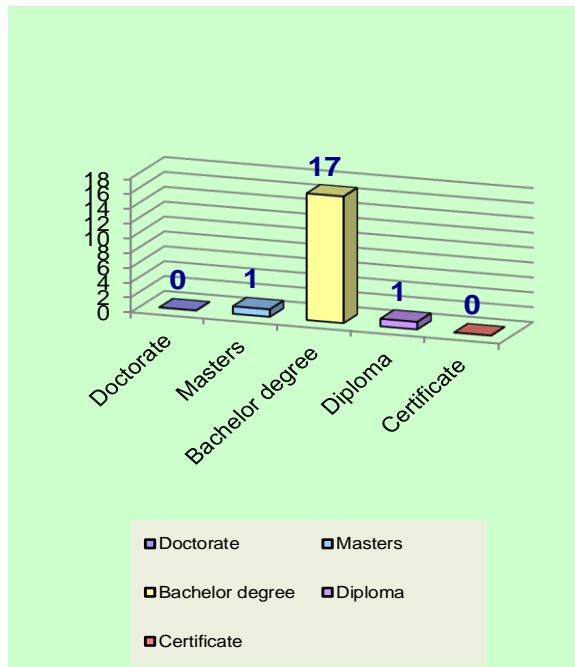
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $ 8000.

The major professional development initiatives are as follows:

- First Steps in Mathematics – number
- Behaviour Management
- Art and Science of Teaching – Pedagogy
- School Officer Network Meetings
- Twilight Sessions – Prep
- Rehabilitation and Return to Work Training

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- C2C Curriculum Planning

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	95.6%	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.1% of staff was retained by the school for the entire 2012 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.**

Where it says **'Search by school name'**, type in the name of the school 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 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.
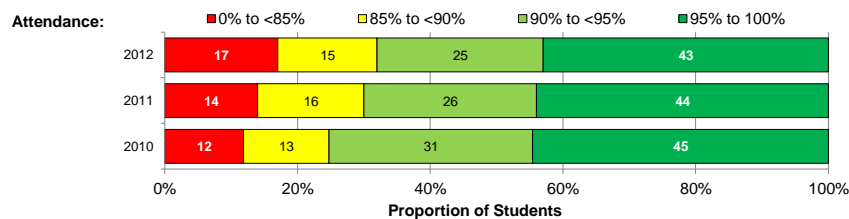
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	93%	95%	91%	94%	90%	93%
2011	93%	95%	92%	96%	88%	92%	88%
2012	88%	91%	93%	91%	92%	87%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	17	15	25	43
2011	14	16	26	44
2010	12	13	31	45

Proportion of Students (0% to 100%)

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.

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.

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.**

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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 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 2012, there were 24 Indigenous students enrolled at our school.

The average attendance of all Indigenous students in 2012 was 91.2% compared to 90.3% for the whole school. There was a positive gap between Indigenous and non-Indigenous students' attendance was +0.9%.

Yandina State School had too small a proportion of students in the Year level 3, 5 and 7 in 2012 to significantly compare data.

Closing the Gap Funds were used to provide teacher aide time to assist indigenous students with their learning and to access indigenous study programs:

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