

Yandina State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

OUR VALUE AND BELIEF STATEMENTS

The actions of the Yandina school community are informed by the following:

We value:

- and respect one another
- the history and traditions of Yandina
- the right to achieve one's full potential
- diversity
- our community

We believe:

- all people can learn
- instilling self-confidence promotes life-long learning
- our school is a valuable and positive partner with the Yandina community
- in taking initiative in the pursuit of excellence

The purpose of the School Annual Report (SAR) is to provide information to the community about the progress and achievement of the school over the past 12 months. The SAR outlines aspects such as staff profile, student profile, NAPLAN results, school opinion survey results and achievement of Annual Implementation Goals.

School progress towards its goals in 2015

Our MAIN School Priority in 2015 continued to focus on Reading

Embed a balanced reading program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading
- Maintain reading framework alignment with **Pearson's Gradual Release of Responsibility Model** (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed ie: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- Use of a variety of teaching processes and resources to support the development of the literacy skill of inference C2C, Sheena Cameron Comprehension Strategies
- Embed comprehension strategies into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

The school is continuing working on reading in 2016 with Differentiation and Attendance as other priority areas.

Future outlook

School Improvement Priorities 2016

Improvement priority – Reading (MAINTAIN) - Strategies:

- Continue Regional Success Project Reading to Embed Reading Pedagogy
- Engage community in Reading as a Priority at Yandina SS
- Restructure School Support and Programs

Improvement priority – Differentiation for Students - Strategy:

- Engage Regional PEAAC to support Number Development– Whole School
- Identifying and differentiating for High Performing Students
- Teachers to engage with data and use this to inform their teaching alongside the Australian Curriculum
- Review and develop Curriculum/Pedagogical Framework

Improvement priority – Attendance

- Monitor School and Individual Data Trends
- Implement DET Attendance Policy
- Engage Students by enacting a range of high profile extra curricula programs and recognition and reward programs

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	210	89	121	18	87%
2014	210	93	117	27	89%
2015	225	98	127	23	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

In 2015, the school was organised into 9 classes from Prep to Year 6. 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 between Coolumb, Eumundi and Nambour. As the school is located on the northern edge of the town, most of the students travel to school by car or by bus.

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. Our student enrolment has approximately 10% Indigenous students. Students with special needs make up 5% of the student population and are supported in the regular class setting by a specialist teacher and teacher aides.

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	21	23
Year 4 – Year 7 Primary	24	23	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	4	8
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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
- Junior and Senior Choir
- Gifted and Talented Program
- School Leader Program
- Friendship Programs – Linked with Chaplaincy Program

Extra curricula activities

- Link with outside sport providers for Auskick, Rugby League and Cricket
- Visits to our school by International Study Tours
- Garden Club
- Lunchtime Computer Club
- The school's Out of School Hours Care program is available to all families and is run by Helping Hands
- Computer Club
- Involvement in a range of academic opportunities throughout region - Voices on the Coast, Nambour Show etc
- Before school Surfing program Terms 1 and 4
- Drama Club
- Guitar Lessons
- HARMONY Rainforest Club

How Information and Communication Technologies are used to improve 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.

Social Climate

The school universal behaviour expectations: I am Safe, I am Respectful and I am a Learner, are visible throughout the school, are known by staff members, parents and students, and form the basis for the school's SWPBS behavioural expectation matrix. The behavioural expectations are reinforced to students on a regularly basis by staff members, and at weekly parades by the Principal. Our student behaviour is respectful, polite and caring towards staff and other students.

The Responsible Behaviour Plan for Students focuses on supporting and promoting the positive behaviours of all students. The plan includes a whole school anti-bullying High 5 strategy, which is well known and supported by staff members, students and parents.

Strategies the school has implemented are:

- The school has re-established the SWPBS Team. All staff members have been engaged in defining operational and instructional interventions. The implementation of the school signage, the school mascots Yan and Dina, and classroom posters are interventions to support consistency across the school
- The Student Services Team meet on a fortnightly basis to discuss and review interventions for students with high behavioural needs
- A Positive Behaviour Point system is used to reward positive behaviour. These rewards provide students with feedback for engaging in expected school behaviour
- All staff members are using design questions from the ASoT framework to reflect upon their own expectations and student behaviour
- All teaching staff members have been trained in the Essential Skills for Classroom Management
- A set of protocols has been documented in relation to entering data in OneSchool

Parents are supportive of the behaviour management processes used at the school. The commendations of the school were supported by improved School Opinion Survey data which is displayed below.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school (S2001)	100%	96%	95%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	100%	95%
their child is making good progress at this school (S2004)	96%	100%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	89%
teachers at this school motivate their child to learn (S2007)	96%	100%	100%
teachers at this school treat students fairly (S2008)	92%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	96%	100%	95%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	96%	95%	95%
student behaviour is well managed at this school (S2012)	89%	100%	95%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	100%	100%
they like being at their school (S2036)	91%	94%	96%
they feel safe at their school (S2037)	94%	91%	98%
their teachers motivate them to learn (S2038)	97%	97%	100%
their teachers expect them to do their best (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	98%
teachers treat students fairly at their school (S2041)	83%	88%	89%
they can talk to their teachers about their concerns (S2042)	86%	93%	87%
their school takes students' opinions seriously (S2043)	84%	91%	89%
student behaviour is well managed at their school (S2044)	87%	91%	85%
their school looks for ways to improve (S2045)	90%	99%	100%
their school is well maintained (S2046)	91%	100%	100%
their school gives them opportunities to do interesting things (S2047)	96%	94%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	95%	94%
they receive useful feedback about their work at their school (S2071)	86%	91%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	90%
students are encouraged to do their best at their school (S2072)	91%	100%	94%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	82%	95%	94%
staff are well supported at their school (S2075)	77%	91%	89%
their school takes staff opinions seriously (S2076)	77%	91%	89%
their school looks for ways to improve (S2077)	95%	100%	94%
their school is well maintained (S2078)	82%	91%	94%
their school gives them opportunities to do interesting things (S2079)	82%	95%	89%

[#] '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

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:

- Linking with the P&C Association and its subcommittees meet monthly to discuss ways in which they can contribute to the students' education at the school
- Attending parent workshops for maths, reading and parenting skills
- Reading information provided through the school newsletter, Facebook Site, Email and school's website
- Participate in school activities such as the Christmas concert, School Discos, excursions, Under Eights Week and sports days
- Assist in classrooms in many ways including reading, art and gardening
- Parent and community representatives are invited to join our committees (such as P&C, Chaplaincy, SWPBS, tuckshop)
- Attend information sessions are held to inform parents about classroom routines and procedures

Reducing the school's environmental footprint

The ground staff at Yandina State School have worked closely with children and other school staff to conserve our water in the 2015 year and the school also planted and mulched gardens with native plants with our HARMONY Rainforest Project.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	76,552	3,878
2013-2014	0	0
2014-2015	25,566	2,043

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

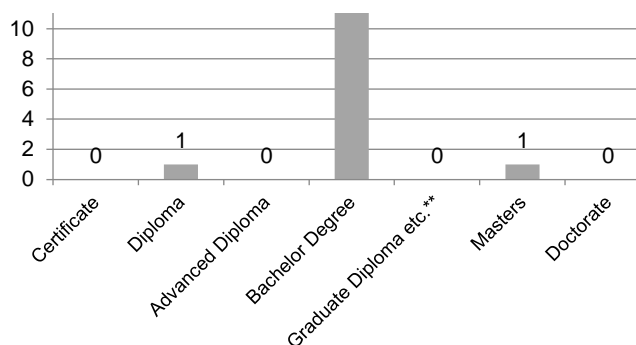
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	13	<5
Full-time equivalents	16	9	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	20



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$12150

The major professional development initiatives are as follows:

- School Reading Success Program
- First Aid

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

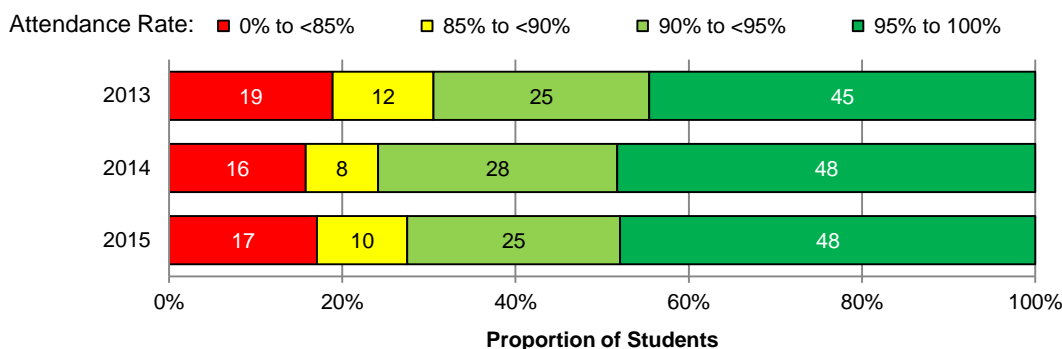
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	89%	88%	93%	93%	90%	92%	87%					
2014	92%	92%	90%	90%	94%	92%	92%						
2015	91%	91%	90%	92%	91%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism

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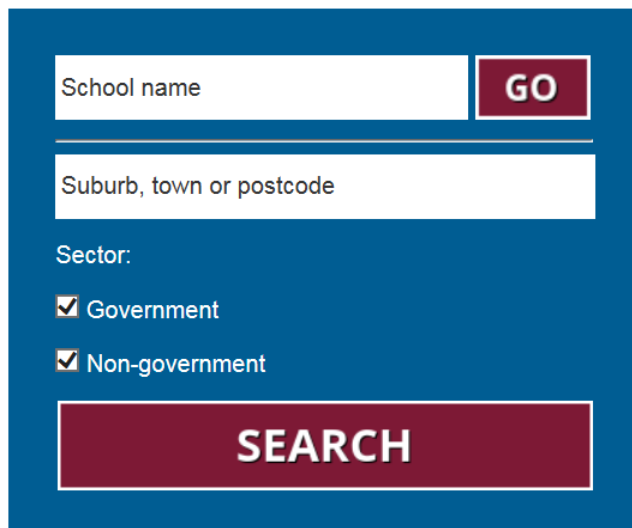
Yandina State School community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student performance. School rolls are marked twice a day. Where students show a pattern of non-attendance the school teacher in the first instance will contact the parent (after three unexplained absences or late arrivals). If the pattern of non-attendance continues a member of the school leadership team will contact home to offer assistance in improving the attendance rate. Should a student's attendance still not improve, the school will utilise the Department's Policy and Procedure Register (SMS-PR-036) regarding compulsory attendance and the associated actions which may ultimately lead to prosecution in the most extreme of cases

Yandina State School also recognises students who are attending school through the use of Attendance Assemblies at the end of each term where the students are awarded attendance certificates.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a schoolA search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a 'GO' button next to it. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom is a large red button with the word 'SEARCH' in white capital letters.

School name **GO**

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.