Yandina State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

YANDINA STATE SCHOOL completed its 125th year of quality education in 2014 and celebrated this achievement by having a large celebration birthday party involving the past, present and future students of our school. The community businesses and people of Yandina supported our school and our P&C in recognising this unique milestone.

In 2014 Yandina State School continued in striving for improvement in all areas of schooling and dedicated itself to **commit to excellence; partnering with students, families and the wider community to provide an inclusive, safe and supportive environment as a foundation for lifelong learning.** The 125th Birthday Celebration was evidence of our success.

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 2014

Our School Priorities in 2014 focussed around Reading and Numeracy

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 <u>inference</u>
    QAR, Sheena Cameron Comprehension Strategies, http://www.qsa.qld.edu.au/24629.html resources

- 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

NAPLAN Strategy

- Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN
- Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B

Yandina School Improvement Results 2014

SA	Substantially Above...			
A	Above...			
CT	Close To...			
B	Below...			
SB	Substantially Below...			

NORTH COAST REGION
School Improvement Targets 2014

School: YANDINA STATE SCHOOL

Area	Year Level	Measure	2014 Targets	
			Region'	School
NAPLAN Reading	Year 3	Mean Scale Score	At or above National Mean — SB	At or above National Mean — SB
		Upper Two Bands	45.0% — SB	20.0% — A
	Year 5	Mean Scale Score	At or above National Mean — A	At or above National Mean — A
		Upper Two Bands	35.0% — A	35.0% — A
NAPLAN Numeracy	Year 3	Mean Scale Score	At or above National Mean — SB	At or above National Mean — SB
		Upper Two Bands	35.0% — SB	20.0% — CT
	Year 5	Mean Scale Score	At or above National Mean — CT	At or above National Mean — CT
		Upper Two Bands	30.0% — B	20.0% — CT

Future outlook

At YANDINA STATE SCHOOL we are committed to every student. Our school Priorities for 2014 will enhance and develop our students to achieve their potential while partnering with our community.

Key Priority Areas for 2014 include:
- Working with the Regional Success Team – Reading Strategy
- Including a numeracy focus in Semester 2
- Continue to increase our student attendance data
- Link learning opportunities with local businesses

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Prep Year - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	246	105	141	90%
2013	210	89	121	87%
2014	210	93	117	89%

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

Characteristics of the student body:

In 2014, 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 Coolum, 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		
	2012	2013	2014
Prep – Year 3	19	20	21
Year 4 – Year 7 Primary	25	24	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	6	4
Long Suspensions - 6 to 20 days	2	3	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

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

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.

Social Climate

The school has had an external audit of their processes and beliefs. On these results the school engaged a regional behaviour team to help develop the Essential Skills of Classroom Management and develop policy to suit the needs of Yandina. The school was commended in the following areas and affirmations of the schools progress are listed below.

Commendations:

- The Principal and other school leaders have developed a positive school wide approach to managing student behaviour that is grounded within the work of Marzano, the Art and Science of Teaching (ASoT)

- 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

- 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

Affirmations:

- 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:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	96%	100%
this is a good school (S2035)	96%	96%	100%
their child likes being at this school* (S2001)	85%	100%	96%
their child feels safe at this school* (S2002)	88%	96%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	100%
their child is making good progress at this school* (S2004)	88%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	85%	96%	100%
teachers at this school treat students fairly* (S2008)	83%	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	81%	96%	100%
this school takes parents' opinions seriously* (S2011)	91%	96%	95%
student behaviour is well managed at this school* (S2012)	81%	89%	100%
this school looks for ways to improve* (S2013)	96%	100%	100%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	90%	100%
they like being at their school* (S2036)	71%	91%	94%
they feel safe at their school* (S2037)	89%	94%	91%
their teachers motivate them to learn* (S2038)	89%	97%	97%
their teachers expect them to do their best* (S2039)	95%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	94%	94%
teachers treat students fairly at their school* (S2041)	80%	83%	88%
they can talk to their teachers about their concerns* (S2042)	62%	86%	93%
their school takes students' opinions seriously* (S2043)	73%	84%	91%
student behaviour is well managed at their school* (S2044)	55%	87%	91%
their school looks for ways to improve* (S2045)	89%	90%	99%
their school is well maintained* (S2046)	93%	91%	100%
their school gives them opportunities to do interesting things* (S2047)	76%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	95%
they receive useful feedback about their work at their school (S2071)		86%	91%
students are encouraged to do their best at their school (S2072)		91%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		82%	95%
staff are well supported at their school (S2075)		77%	91%
their school takes staff opinions seriously (S2076)		77%	91%
their school looks for ways to improve (S2077)		95%	100%
their school is well maintained (S2078)		82%	91%
their school gives them opportunities to do interesting things (S2079)		82%	95%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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:

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 2013 year. A major water leak was repaired which reduced our water useage.

The school also planted and mulched gardens with native plants.

An investment into a recycling project significantly reduced the paper waste of our school in 2014.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	78,540	13,153
2012-2013	76,552	3,878
2013-2014	75,682	3,791

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	<5
Full-time equivalents	14	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**17**
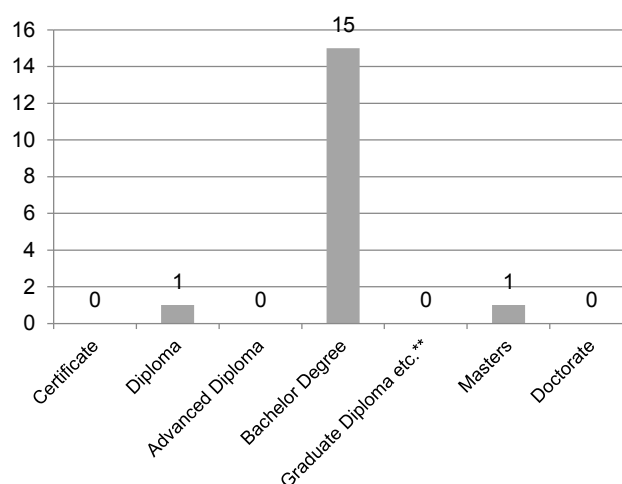
*Teaching staff includes School Leaders

**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 2014 were $26617

The major professional development initiatives are as follows:

- Sheena CAMERON Reading Comprehension Skills
- Guided Reading
- ESCM – Essential Skills Classroom Management
- MARZANO - The Art and Science of Teaching and High Reliability Schools training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 <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 webpage.

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

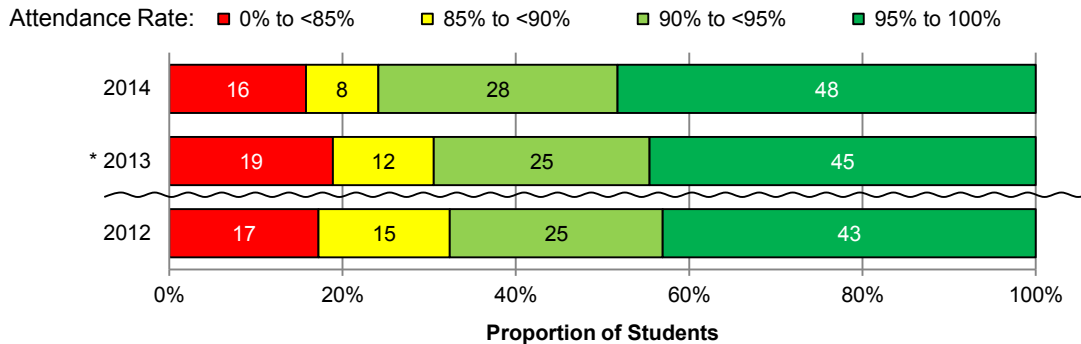| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	88%	91%	93%	91%	92%	87%	90%
2013	89%	88%	93%	93%	90%	92%	87%
2014	92%	90%	90%	94%	92%	92%	N/A

DW = Data withheld to ensure confidentiality, N/A = Not Applicable due to schools involvement with Fly Start Initiative Trial School.

Queensland Government

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 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%
2014	16	8	28	48
* 2013	19	12	25	45
2012	17	15	25	43

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

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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

Yandina State School is committed to closing the gap between the performance of our 18 Indigenous and Non-Indigenous students. The strong commitment to embedding indigenous perspectives and supporting our young indigenous students in literacy and numeracy is evidenced in NAPLAN improvement.

Closing the Gap funding is creating significant teaching support time for identified Indigenous students who require support to improve their reading and numeracy. Individual learning plans have been developed for all indigenous students.

In 2014 NAPLAN data <5 students sat the Year 3 test and 5 tests in total. Data withheld to ensure confidentiality.

Student attendance data demonstrated an upward trend with indigenous students average attendance being 88% (up from 2013 of 85%) while still being lower than the overall school attendance of 92%.