

Yandina State School

Queensland State School Reporting

2013 School Annual Report



Postal address	48 School Road Yandina 4561
Phone	(07) 5472 9333
Fax	(07) 5472 9300
Email	the.principal@yandinass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	The Principal – Mr. Robert Jennings

Principal's foreword

Introduction

YANDINA STATE SCHOOL is striving for improvement in all areas of schooling. With a new Principal officially appointed in mid-2013 the school has 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.***

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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

FOCUS AREA	SCHOOL PRIORITIES 2013	ACTIONS in 2013
SCHOOL & COMMUNITY PARTNERSHIPS	<p>Getting Ready For Secondary School</p> <p>Develop and implement Responsible Behaviour Plan using School Wide Positive Behaviour Systems (SWPBS)</p> <p>Community opportunities for development</p> <p>Develop Partnerships with local community groups</p>	<ul style="list-style-type: none"> • Yandina supported the Nambour State High School Year 7 Trial in 2013 with 50% of the 2012 Year 6 cohort engaging in the Year 7 Trial at Nambour State High. • Yr 6 & 7 students engaged with Nambour State High's Pinnacle Program. • The school engaged the Regional Behaviour team (Term 1 and 2) to audit the school's behaviour policies and strategies • Key staff organised and delivered parent workshops: '123 Magic' - Parenting Skills, 'First Steps in Maths – Number' and 'Reading with Your Child'. • The school Investigated local cultural activities linking with the Gubbi Gubbi people with celebratory events. • The school promoted itself through partnerships with local businesses with Choir performances at local business establishments.
SCHOOL CURRICULUM	<p>Implement the Australian Curriculum</p> <p>Develop Whole School Reading Plan</p>	<ul style="list-style-type: none"> • The school consolidated English, Maths, Science and Introduced History. • The use of C2C V2 was our main curriculum resource. • The school introduced Sheena Cameron's 9 Reading Comprehension Strategies with teaching staff involved in professional development. • Guided Reading Lessons with a common language and a similar approach were developed.
TEACHING PRACTICE	<p>Develop and enact a pedagogical framework based on the Art and Science of Teaching</p> <p>Prepare for T&L Audit</p> <p>NAPLAN Improvement Strategy</p> <p>Develop Whole School Curriculum and pedagogical Framework</p>	<ul style="list-style-type: none"> • The school engaged teachers through appropriate PD to implement ASoT linking with Regional Support Coaches. • Early identification and support of students in U2B and marginal students through skilling and resource management for Gifted and Talented students was implemented. • Through ASoT the school developed a Whole School Curriculum Framework, Pedagogical Framework and Student Framework. • Focus was placed on the Essential Skills of Classroom Management – with an emphasis on 'Classroom Profiling'. Regional support staff delivered Professional development for teachers. • Curriculum release time was used for teachers to work cooperatively with HOC and teaching partners for planning and professional development.

Queensland State School Reporting

2012 School Annual Report



PRINCIPAL LEADERSHIP AND SCHOOL	<ul style="list-style-type: none"> • Focus on Instructional leadership • Implement the Developing Performance Framework 	<ul style="list-style-type: none"> • The School use FTE to release teachers to work on Performance Plans. • Work with ARD to implement Principal Performance and Development Plan.
--	---	--

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:

- Continue the Implementation rollout of the Australian Curriculum including the introduction of Geography
- Develop key literacy and numeracy improvement strategies – a balanced Reading and Writing Program and development of 'Number'.
- Use differentiation strategies to cater for all students
- Implement performance reviews for all staff
- Continue to develop and enact a pedagogical framework based on ASOT
- Continue our journey with the 'Flying Start Initiative' which started in 2012
- Provide opportunities for our parents to link with the school through celebratory events, in particular the 125 Birthday Celebration
- Implement the recommendations from our Teaching and Learning Audit and the Discipline Audit for feedback to enhance our strong achievements

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	276	124	152	90%
2012	246	105	141	90%
2013	210	89	121	87%

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

Characteristics of the student body:

In 2013, the school was organised into 9 classes from Prep to Year 7. 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 councillors.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	19	20
Year 4 – Year 7 Primary	26	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	7	14	6
Long Suspensions - 6 to 20 days	0	2	3
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
----------------------------	---	---	---

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

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

In 2013 the school did an internal 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. In Term 3 2013, the school was involved in a Discipline Audit. 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

Our school at a glance

Parent, student and staff satisfaction with the school

As evidenced in the results below, dramatic improvements can be seen in how parents and students rate Yandina State School.

It was encouraging to see that the two highest areas for student and parent satisfaction was relating to Yandina State School that their child likes being at school, with high expectations supporting students to be their best with useful feedback.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	84%	90%
they like being at their school* (S2036)	71%	91%
they feel safe at their school* (S2037)	89%	94%
their teachers motivate them to learn* (S2038)	89%	97%
their teachers expect them to do their best* (S2039)	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	84%	94%
teachers treat students fairly at their school* (S2041)	80%	83%
they can talk to their teachers about their concerns* (S2042)	62%	86%
their school takes students' opinions seriously* (S2043)	73%	84%
student behaviour is well managed at their school* (S2044)	55%	84%

Our school at a glance

their school looks for ways to improve* (S2045)	89%	90%
their school is well maintained* (S2046)	93%	91%
their school gives them opportunities to do interesting things* (S2047)	76%	96%

Performance measure

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

* 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 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 members 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 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	77,116	9,084
2011-2012	78,540	13,153
2012-2013	76,552	3,878

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

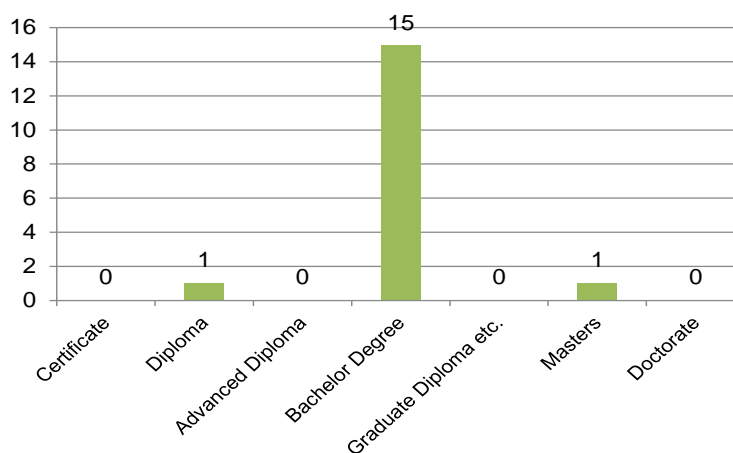
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	<5
Full-time equivalents	14	8	<5

Qualifications 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 2013 were \$ 9050.

The major professional development initiatives are as follows:

- * Sheena CAMERON Reading Comprehension Skills
- * C2C – Curriculum Into the Classroom Resource
- * ESCM – Essential Skills Classroom Management
- * The Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %. A number of professional development activities were completed at a 'nil' cost using the Regional Behaviour Team.

Our staff profile

Average staff attendance	2011	2012	2013
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, 87% of staff was retained by the school for the entire 2013 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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

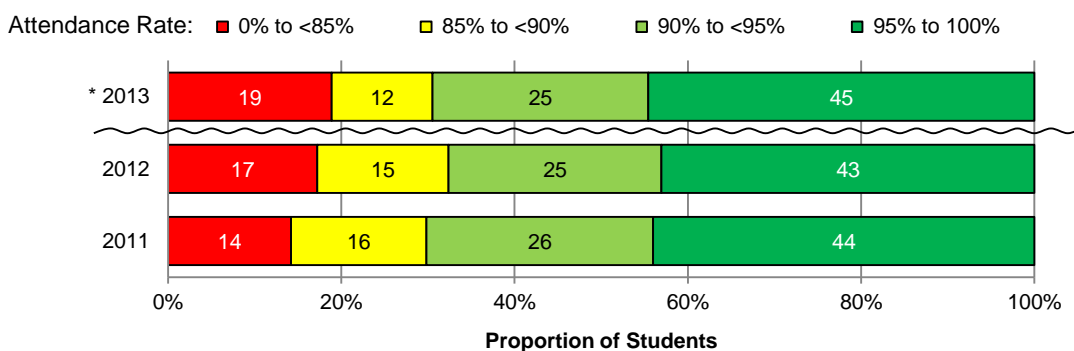
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	95%	92%	96%	88%	92%	88%					
2012	88%	91%	93%	91%	92%	87%	90%					
2013	89%	88%	93%	93%	90%	92%	87%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 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.

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.

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

Search by suburb, town or postcode

Sector Government
 Non-government

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

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.

In 2013 the gap in performance of indigenous students across the Year 3,5 and 7 NAPLAN Reading closed significantly by 30 to 40 points for Year 5 and 7 and a close of 16 points in Year 3 (Year 3 compared to 2011 data due to no students in 2012 Year 3 data).

However, student attendance data demonstrates a downward trend with indigenous students average attendance being 85% (down from 2012 of 91%) compared to an overall school attendance of 91%. 38% of indigenous students fall in to the category of chronic absenteeism with less than 85% attendance, which is of a significant concern.