Yandina State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Yandina State School is situated on the edge of the rapidly growing Yandina township on the Sunshine Coast. It is part of the Sunshine Coast Region and is a member of the Future School Coalition based around Nambour and its surrounding townships. The school is a co-educational facility catering for approximately 300 students from Preparatory Year to Year 6. Class organisation comprises a mixture of single-age classes and some multi-age classrooms. The school offers a full range of specialist teachers for Physical Education, Music, Instrumental Music and LOTE. The Australian Curriculum is being delivered in each subject area by a team of dedicated teachers and support staff. The school is well resourced and students have access to a broad range of extra-curricular activities. Yandina State School is focussed on delivering high quality teaching and learning in a caring and inclusive environment. If you would like further information about Yandina State School please call in and a member of our team will show you around the school.

School progress towards its goals in 2018

School Progress towards its goals in 2018

Our School Key Priority Areas for 2018 consisted of three main focuses. These are:
- Writing
- Student Wellbeing
- STEM (Science, Technology, Engineering and Mathematics)

Writing Strategies for 2018
- Strategy for Building Teacher Expertise – Deepen staff knowledge and understanding of effective pedagogical practice in the teaching of writing. Develop consistent school-wide practice that is aligned to the Australian Curriculum. Engage teachers in collaborative moderation of writing assessment tasks.
- Strategy for School Performance - Collect, analyse and triangulate writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Engage staff in data analysis to inform improvement and guide teaching practice through teacher planning meetings.
- Strategy for Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential in multiple contexts. Provide quality samples of writing for students to analyse and model. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Strategy for Local Decision Making – Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels- school newsletter, website, parades etc.

This priority area has been partially completed in 2018 and remains a priority for 2019. NAPLAN Writing data and school-wide writing assessment results indicate an upward trend in writing performance. Work to date has focussed on professional development for staff regarding writing pedagogy and the building of writing resilience and disposition amongst students.

Student Wellbeing Strategies for 2018
- Strategy for Building Leadership Capacity – Use of school funding to create fulltime Student Wellbeing Officer Position. Engage use of school Chaplain to support identified students. Yandina State School is a PBL (Positive Behaviour for Learning) Demonstration School and has an active and dedicated PBL committee, supported by regional PBL service.
- Strategy for Local Decision Making - Provide opportunities to engage local groups to support within our school. School provides Breakfast Club for students with support of parents and Chaplain. Students engaged in mindfulness meditation sessions.
- Strategy for School Performance - Collect, analyse, triangulate and share behaviour and attendance data (One School) to monitor performance and review practice and strategy outcomes.

This priority will be ongoing in 2019 with the strong focus on student wellbeing and attendance.

Future outlook

Improvement Priority: Writing

Strategies:
- Leadership Capacity - Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice writing pedagogy. Use I4S funding to create fulltime HOC position to support Writing cohort leaders positions.

- Build Teacher Quality - Enhance knowledge of Australian Curriculum. Plan effectively for Writing using data. Engage in moderation within and link across schools. Use Collegial Feedback Model to improve teaching practices. Deepen staff pedagogical practices.

- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.

- School Performance - Collect, analyse and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.

- Local Decision Making - Provide opportunities to engage local groups and significant affairs (current/historical) within our curriculum. Promote writing through school media outlets. Link with state and Australian educational writing opportunities.

Targets:
- I4S funding expended by end of year.
- 100% teachers have worked with students to implement a clearly articulated Writing Learning Goal.
- 80% of students will achieve a C or better in English.
- Increase in Year 3 and 5 Writing data to Like Schools or Above
- 100% of parents aware of Writing as the EIA and opportunities for parent and community development in writing given.

Improvement Priority: Student Wellbeing

Strategies:
- Leadership Capacity - Use Student Wellbeing Officer to strengthen community partnerships, parent and student engagement and implement the Yandina State School Wellbeing Framework.
- Engage PBL Regional support.
- Drive Local PBL Team to set school direction and culture.
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality interactive social opportunities. Analyse OneSchool data regularly to inform improvement, guide teaching practices and prompt early intervention.
- School Performance - Collect, analyse and triangulate behaviour and attendance data (One School) to monitor performance and review practice and strategy outcomes. Share data with whole staff.

Targets:
- 100% of staff trained and aware of school's wellbeing and engagement framework
- All staff aware of school support processes for students.
- Continued increase of Whole School Attendance Rate and use of whole class attendance goals.
- Reporting and monitoring systems in place and consistent through the use of One School and the Student Welfare Team.
- Opportunities for Community engagement and development are continued through the use of internal and external specialists or providers.

Improvement Priority: STEM

Strategies:
- Build leadership capacity - Develop School Policy around STEM ensuring Digital Technology Curriculum is enacted. Identify STEM Specialists in Junior and Middle/Upper school.
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality STEM based opportunities - develop Problem Solvers, Critical and Creative thinkers.
- School Performance - Give all students access to a STEM specialist. Lift participation of all students including girls, and ATSI students.

Targets
- Full implementation of Australian Curriculum: Technologies key learning area.
- 100% of Staff feeling supported in teaching STEM.
- Continue increase of A-E Data for students across all STEM subjects.
- 100% of students given opportunities to engage with STEM based subjects.
- Provide opportunities for parents and community to link with STEM related learning.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	289

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	240	264	289
Girls	98	119	125
Boys	142	145	164
Indigenous	34	40	37
Enrolment continuity (Feb. – Nov.)	95%	87%	89%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, the school was organised into 13 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 15% 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 council members.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	22
Year 4 – Year 6	24	31	23

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 4 to 6
- 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
- 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

Co-curricular Activities

- Link with outside sport providers for Auskick, Rugby League, Hockey, Cricket, Tennis and Soccer.
- 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, MakerSpace, Robotics
- Involvement in a range of academic opportunities throughout region - Voices on the Coast, Nambour Show etc
- Before school Surfing program Terms 1 and 4
- Guitar Lessons
- Skateboarding program
- HARMONY Rainforest Club

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

Overview

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 Positive Behaviour for Learning (PBL) 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 an active and enthusiastic PBL Team. All staff members have been engaged in defining operational and instructional interventions. The ongoing maintenance 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 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 evidenced by strong results in School Opinion Survey data displayed below.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	90%
• this is a good school (S2035)	100%	100%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	100%	97%	94%
• their child feels safe at this school* (S2002)	100%	100%	90%
• their child's learning needs are being met at this school* (S2003)	100%	97%	90%
• their child is making good progress at this school* (S2004)	100%	94%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	97%	87%
• teachers at this school treat students fairly* (S2008)	95%	97%	87%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	94%
• this school works with them to support their child's learning* (S2010)	100%	97%	90%
• this school takes parents' opinions seriously* (S2011)	100%	97%	93%
• student behaviour is well managed at this school* (S2012)	100%	100%	84%
• this school looks for ways to improve* (S2013)	100%	100%	94%
• this school is well maintained* (S2014)	100%	100%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	100%	98%
• they like being at their school* (S2036)	99%	99%	91%
• they feel safe at their school* (S2037)	99%	98%	88%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	100%
• teachers treat students fairly at their school* (S2041)	99%	99%	89%
• they can talk to their teachers about their concerns* (S2042)	100%	97%	89%
• their school takes students' opinions seriously* (S2043)	99%	100%	86%
• student behaviour is well managed at their school* (S2044)	99%	96%	71%
• their school looks for ways to improve* (S2045)	99%	100%	100%
• their school is well maintained* (S2046)	96%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
• they receive useful feedback about their work at their school (S2071)	100%	95%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	95%	89%
• staff are well supported at their school (S2075)	92%	100%	95%
• their school takes staff opinions seriously (S2076)	92%	90%	89%
• their school looks for ways to improve (S2077)	96%	100%	100%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	95%	89%

* Nationally agreed student and parent/caregiver items.

\# '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
- Reading information provided through the school newsletter, Facebook Site, Email and school's website
- Participate in school activities such as the End of Year Dance 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

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our Responsible Behaviour Plan encourages a supportive approach that builds on the Positive Behaviour for Learning program. Our school expectations are:

- **I am Respectful,**
- **I am Safe; and**
- **I am a Learner.**

Students are explicitly taught our schools expectations and our school PBL Team ensure that staff and school community members are supported with information and resources.

Our school also runs a range of supportive programs including friendship groups, the Breathe Project, cybersafety awareness sessions, Bullying 'No Way' and the Kids Matter Wellbeing Framework.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	12	3	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2017 year and the school also planted and mulched gardens with native plants with our HARMONY Rainforest Project.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	80,228		87,868
Water (kL)		2,682	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
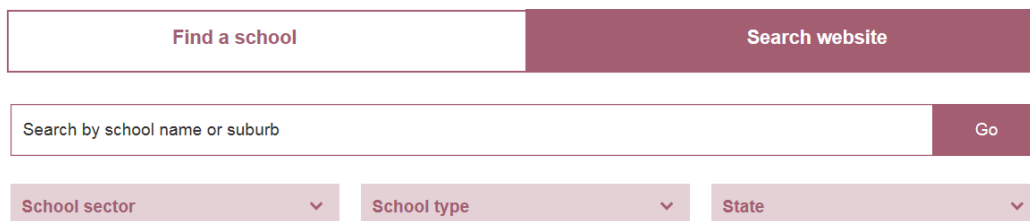
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	15	<5
Full-time equivalents	21	10	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	21
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $34 254.

The major professional development initiatives are as follows:

- Attendance at Regional Pre-Moderation and Curriculum Meetings
- Participation in collaborative planning sessions
- PBL Training
- Literacy Workshops
- OneSchool Operation
- Procurement Training
- Collegial engagement opportunities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	91%
Attendance rate for Indigenous** students at this school	91%	89%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

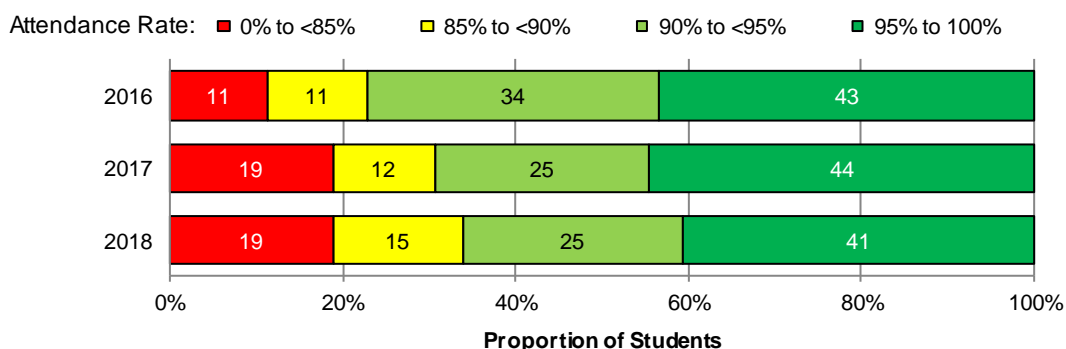Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	90%	92%
Year 1	92%	91%	90%
Year 2	93%	94%	91%
Year 3	92%	92%	94%
Year 4	92%	91%	91%
Year 5	91%	93%	90%
Year 6	95%	91%	92%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	11	11	34	43
2017	19	12	25	44
2018	19	15	25	41

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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.

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

| Search by school name or suburb | Go |

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.