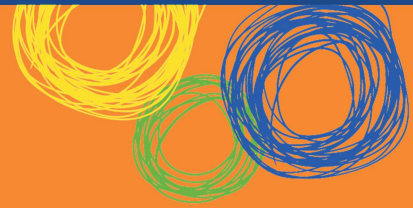


# Yandaran State School

## Queensland State School Reporting

### 2013 School Annual Report



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#### Principal's foreword

##### Introduction

Yandaran State School has a strong focus on the recognition of the individual needs (academic, social, developmental) of all students within a supportive whole school community. There is a commitment to the provision of opportunities across a wide range of areas for all students to experience success and to build self-esteem, independence and a lifelong love of learning. The multi-age structure across our whole school supports the philosophy that learning for life involves a range of social groupings and contexts.

The School Annual Report details highlights and outcomes our school has achieved in 2013 and other information of interest to the school community.

##### School progress towards its goals in 2013

Our school embedded Australian Curriculum in English, Mathematics and Science, we trialled History and familiarised ourselves with the Geography curriculum. The implementation was aligned to the Queensland C2C units developed in these curriculum areas. We have continued to develop our Assessment, Monitoring and Intervention Program to provide evidence of improvements in student learning with the intention to review current program again in 2014.

Our school made progress in developing a shared understanding and pedagogical practice of the 5 reading procedures.

We also began the implementation of our pedagogical framework – The Art and Science of Teaching developed through the research work of Robert Marzano.

Our school continued to encourage community members and parent participation in supporting student learning via the Parent and Community Engagement Strategy.

We continued to liaise with our feeder secondary schools to ensure a smooth transition for our students into high school.

# Queensland State School Reporting

## 2013 School Annual Report



### Future outlook

Yandaran State School ensures all school priorities are within the matrix of Education Queensland and are responsive to the needs of our students and our school community. Our school continues to value Literacy and Numeracy as the key indicators of success at school and in life for each child. With this in the forefront of our planning we will continue to work on the improvement of the programs to support and improve student learning outcomes. We will continue to implement Mathematics and English learning blocks including investigations and continue implementing First Step in Mathematics as a whole school strategy to teaching mathematics.

### SCHOOL PRIORITIES 2014

- Getting Ready For Secondary School
- Parent and Community Engagement Strategy
- Implement the Australian Curriculum
- Implement a Framework for the Teaching of Reading
- Targeted Strategies to maintain and increase student numbers in the Upper 2 Bands from Years 3 through to Year 7
- Continue to implement a pedagogical framework based on the Art & Science Of Teaching
- Teaching & Learning Audit priorities
- Implement the Developing Performance Framework for all staff
- Internal Audit

## 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	42	19	23	93%
2012	39	16	23	86%
2013	46	16	30	86%

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

### Characteristics of the student body:

The majority of students live in the local area on rural, small acreages. The current student population is drawn from a large area –most students (approximately 80%) travel to and from school from localities such as Waterloo, Miara and Norval Park. Students come from a range of socio-economic backgrounds. National Bureau of Statistics Data indicates that residents of the Wide Bay area, and in particular areas such as ours within this postcode, are flagged as being of a lower socio-economic background.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	21	25
Year 4 – Year 7 Primary	20	22	20
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	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

# Our school at a glance

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Cancellations of Enrolment	0	0	0
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## Curriculum offerings

### Our distinctive curriculum offerings:

At Yandaran State School we have developed an innovative and inclusive curriculum plan based upon strong educational foundations and the needs of the community. The engagement of students in quality learning is vital to the success of the school. Each year level produces units of work for each term. Mathematics, English, Science and History are taught using C2C and the other key learning areas are taught in integrated units of work. Our school has Specialist teachers in the areas of LOTE, Music, Learning Support and a First Steps in Mathematics Facilitator.

Our major programs are:

- \* Literacy and Numeracy teaching blocks across the school.
- \* Supportive programs incorporating First Steps in Mathematics (Numeracy) in all classrooms.
- \* Seamless Pathway, Prep – Year 1
- \* A maximum participation sports focus
- \* Competitive education attainment levels across Prep – Year 7
- \* Integration of ICT's with key learning areas.

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### Extra curricula activities:

Yandaran State School provides a range of extra curricula activities which allows students an opportunity to pursue their individual interests and/or to further develop their own skills and abilities by participation in these activities. It is a great way that students can contribute to their school and extend their own curriculum learning.

Below is a list of Extra Curricular Activities available to Yandaran State School students in 2013:

- Arts Council
- High levels of spirit and participation at Inter-house Athletics Carnival, Cross Country, and Interschool Sports.
- Active After School Sports Program
- Prep to Year 3 Excursion to Bundaberg Botanic Gardens with Avondale State School
- Prep–3 participating in focused excursions and educational programs;
- Golf & Australian Rules Coaching Clinics
- Participate in Community Events: Biggest Morning Tea, CWA Cent Sale & International Project
- Years 6&7 attend High School Transition Days
- Life Education Van visits

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### How Information and Communication Technologies are used to assist learning:

Our vision is to achieve the best possible educational outcomes for every student at Yandaran State School by enabling improved learning through the integration of Information Communication Technologies (ICT's) into the curriculum and by providing support structures to ensure that the equipment is well maintained and teachers are supported in their endeavours to use ICTs.

ICTs are used in many interesting and exciting ways at our school and students may be involved in many of the activities listed below:

- Researching a topic of interest using the internet.
- Participating in collaborative experiences with other students or with 'experts' in a field using email, chat, blogs and/or wikis
- Designing and publishing brochures and posters about a particular topic.
- Developing and presenting a PowerPoint, Photo Story or Movie Maker presentation for a variety

of purposes.

- Writing using a word processor including editing, proofreading, etc. and publishing their work to share with others.
- Using drawing software to create drawing and illustrations.
- Learning spelling strategies using adventure spelling games.
- Learning and consolidating mathematic concepts using the program Mathletics.
- Using digital cameras to take photographs, and then downloading and manipulating the digital images.
- Using various digital resources (e.g. Learning Objects, Click view Video Library, etc.) to extend their understandings and knowledge.

### Social climate

The climate of Yandaran School continues to develop in a positive manner. The continued growth of support programs and resources was highlighted in the Triennial School Review. This revealed the degree to which programs and personnel were in place to support our whole school community. Out of this has come recognition that the 'Whole Person' is one of the key educational elements at Yandaran and in 2011 through the successful re-application of a grant, a school chaplaincy program operates to support the school community. The school has the support of a chaplain 2 days a week. Friends Program Chaplaincy Initiatives: Holiday Club and Carols by Candlelight

Our aim is to encourage the development of caring, considerate and cooperative school community members who value learning and accept that each member has rights and responsibilities. Students are given the opportunity to rehearse these important skills and values and apply them to everyday life at home and at school.

## Parent, student and staff satisfaction with the school

As the data below indicates, there is an extremely high level of satisfaction amongst the parents, students and staff with the operations and achievements of Yandaran State School.

### 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)	100%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	95%
their child is making good progress at this school* (S2004)	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%
teachers at this school motivate their child to learn* (S2007)	100%	94%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%
this school works with them to support their child's learning* (S2010)	93%	94%
this school takes parents' opinions seriously* (S2011)	93%	88%
student behaviour is well managed at this school* (S2012)	94%	100%
this school looks for ways to improve* (S2013)	100%	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)	100%	100%
they like being at their school* (S2036)	95%	100%
they feel safe at their school* (S2037)	95%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	95%	100%
they can talk to their teachers about their concerns* (S2042)	89%	100%

## Our school at a glance

their school takes students' opinions seriously* (S2043)	95%	100%
student behaviour is well managed at their school* (S2044)	89%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

### 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)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

\* 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

Yandaran State School has always had a strong sense of community. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community. We believe that adults in the wider community have skills and talents which can contribute to and enhance the nature of the learning experiences of children; and that children benefit when there is an increase in the number of adults with whom they can interact.

All operations within our school are open, transparent and fully consultative, not just with our own parents but with the entire town community. The entire staff works tirelessly with the school community to select and implement the most appropriate school-based management option.

Yandaran operates with the assistance of an active Parents & Citizens' Association that is involved in setting strategic direction for our school.

## Reducing the school's environmental footprint

Yandaran State School has 4KwH solar system installed in the school. This system is an effective measure in decreasing our level of imported power into the school. During 2012 another 4 KwH solar system was installed into the system allowing the school to be more self-sufficient. This increase in solar power will also offset the installation of air conditioners into the double classroom.

The school is totally dependent on bore and tank water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,873	0
2011-2012	18,715	0
2012-2013	14,934	0

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	4	4	0
Full-time equivalents	2	2	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *	3.5	3	2.5	2	1.5	1	0.5	0	0	0	0	0
Certificate	0		3										
Diploma	1			2.5									
Advanced Diploma	0			2									
Bachelor Degree	3					1.5	1						
Graduate Diploma etc.	0					0.5		0		0		0	0
Masters	0					0							
Doctorate	0												
<b>Total</b>	<b>4</b>												

\* 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 \$ 5584.09

The major professional development initiatives are as follows:

First Steps in Reading

First Steps in Mathematics- Number

First Steps in Mathematics- Chance and Data

Australian Curriculum Initiatives

School Student Behaviour

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	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 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.

# Performance of our students

## Key student outcomes

<b>.Student attendance</b>	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

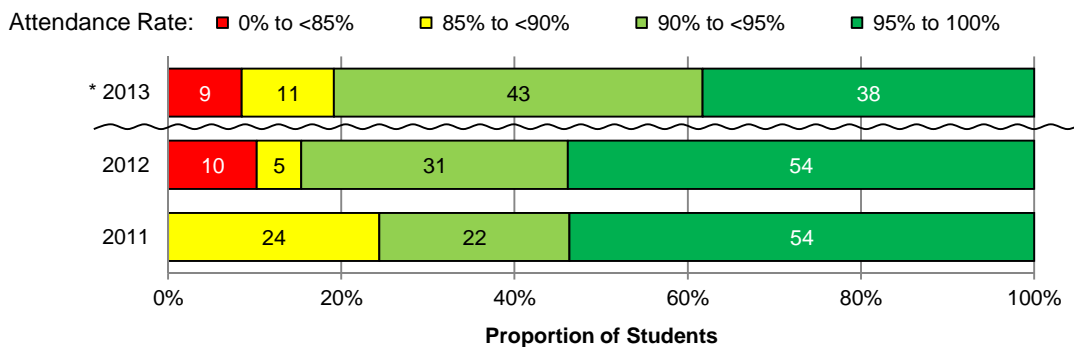
## Student attendance rate for each year level (shown as a percentage)

	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	94%	92%	97%	95%	93%	99%	93%					
2012	90%	93%	89%	94%	96%	94%	96%					
2013	86%	89%	93%	94%	94%	97%	93%					

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.

Classroom rolls are marked twice per day, once at 9:00am and again at 2:00pm. Students that arrive or leave school within 30 minutes of starting or finishing times are marked as early or late according to roll marking times. Parents are constantly reminded that "Every Day Counts" in newsletters and school notices. During 2013 notes were sent to parents of students with unacceptable attendance, reminding them that school is compulsory and that time away adversely affected on their opportunities to learn.

# Performance of our students

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

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

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

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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.