

# Yandaran State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome and thank you for taking the time to read our 2015 School Annual Report. This is an outline of the school profile and an annual report of the achievements and statistics pertaining to Yandaran State School. It covers such topics as Goals and Future Outlook for the school, Staff allocation, and Student achievement in National Testing etc. This report can also be requested as a hard copy from the school office.

### School progress towards its goals in 2015

Continue to improve performance in English, Math and Science through high quality focused teaching and learning with targeted prevention, intervention and extension strategies. (Teaching and Learning Audit Action Plan). Continued focus on Early Years continuity and consistency of practice across P-3, with a strong focus on the new standards related to the new Australian Curriculum. Explicit targets for each child and support program will be in place. Pre and Post tests and / or developmental mapping indicators will be used to track progress. Strengthening the capacity of all teachers to differentiate teaching and learning strategies to suit individual student needs and use performance data to set targets and monitor success of intervention, prevention and extension activities. Build teachers capacity to use One School Student Performance data to inform teaching and learning practices and to better differentiate programs to support student needs. Continue to eliminate barriers to effective teaching ie Continue uninterrupted Learning Blocks, working towards the implementation of "The Art and Science of Teaching" as the pedagogical framework for the school. High standards of behaviour across the school and a supportive school culture, based on the Yandaran State School 'School Wide Behaviour Program' implementation.

### Future outlook

- Increased integration of ICT's into the classrooms
- Integrate Coding into the curriculum
- Embed History and Geography C2C's in all year levels
- GRG Implementation
- Improve teacher capability of explicit instruction through focused coaching and professional development to improve student performance.
- Improve student outcomes by targeting students through focused, intense small group learning experiences.
- Have all students in year 3 & 5 at or above NMS in Literacy and Numeracy for 2015 NAPLAN
- Improve the percentage of students in the U2B for 3 & 5 in Literacy and Numeracy for 2015 NAPLAN
- Identify students in Prep to year 2 that require additional assistance to achieve sound academic levels in Literacy and Numeracy.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	46	16	30		86%
2014	30	12	18		65%
2015	16	5	11	1	100%

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

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

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

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

### Characteristics of the student body:

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		
	2013	2014	2015
Prep – Year 3	25	15	8
Year 4 – Year 7 Primary	20	16	

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

### School Disciplinary Absences

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

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

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

## Curriculum delivery

### Our approach to curriculum delivery

At Yandaran State School we have developed an innovative and inclusive curriculum plan based upon National Curriculum, 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, History and Geography 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 and 7 to High School
- \* Competitive education attainment levels across Prep – Year 6
- \* Integration of ICT's with key learning areas.

### 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 2014:

- 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 6 Excursion to Bundaberg Ginger Beer Factory, The Hummock, Mon Repo Turtle Centre and The Basin, Bargara, Birds Down Under
- Golf, Tennis & Australian Rules Coaching Clinics
- Participate in Community Events: Biggest Morning Tea, CWA Cent Sale & International Project
- Years 6 attend High School Transition Days
- Life Education Van visits.

### How Information and Communication Technologies are used to improve learning

We embrace the Smart Classroom's Agenda to develop a "learning community", whereby: teachers undertake opportunities to develop meaningful and engaging learning experiences. Flexible usage of technologies allows integration in an interdisciplinary curriculum which supports student's developmental needs. Students are engaged in a challenging curriculum, focused on inquiry based, relevant experiences that can be open-ended in design. Students have access to a range of computer sites and configurations throughout the school. Configurations include: class-based computers, POD arrangements (both wireless and desktops), large scale computer labs and research facilities. Development of flexible and formal learning environments in the Resource Centre with desktop computers (class facility), laptop computers, data projectors and interactive whiteboards and televisions.

## Social Climate

Yandaran State School transitioned through a difficult year with disruptions to staffing that caused uncertainty in the school community. This was addressed with the appointment of experienced staff developing a plan to move Yandaran SS back to the high standards that the community expect and deserve. Yandaran SS successful reapplication 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 Breakfast Club. 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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	95%	DW	100%
their child is making good progress at this school (S2004)	95%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	94%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	DW	100%
teachers at this school motivate their child to learn (S2007)	94%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	94%	DW	100%
this school works with them to support their child's learning (S2010)	94%	DW	100%
this school takes parents' opinions seriously (S2011)	88%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	92%	100%
they like being at their school (S2036)	100%	92%	100%
they feel safe at their school (S2037)	100%	91%	100%
their teachers motivate them to learn (S2038)	100%	92%	100%
their teachers expect them to do their best (S2039)	100%	92%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	92%	100%
teachers treat students fairly at their school (S2041)	100%	92%	100%
they can talk to their teachers about their concerns (S2042)	100%	85%	100%
their school takes students' opinions seriously (S2043)	100%	92%	100%
student behaviour is well managed at their school (S2044)	100%	92%	100%
their school looks for ways to improve (S2045)	100%	92%	100%
their school is well maintained (S2046)	100%	92%	100%
their school gives them opportunities to do interesting things (S2047)	100%	92%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

Parent involvement is highly valued and encouraged. This notion is central to maintaining a strong sense of community in our large school setting. Traditionally families are involved in a very hands-on fashion in the lower school, which is greatly appreciated by children and teachers. Some activities that involve parents in their children's education are as follows:

- General classroom help – including changing Home Readers
- Parent and community presentations
- Support-A-Reader volunteers
- Parents and Citizens Association
- Parent-Teacher Nights at the beginning of the school year
- Reporting processes including interviews

## Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,934	0
2013-2014	14,134	10,000
2014-2015	10,728	

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

## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0

Full-time equivalents

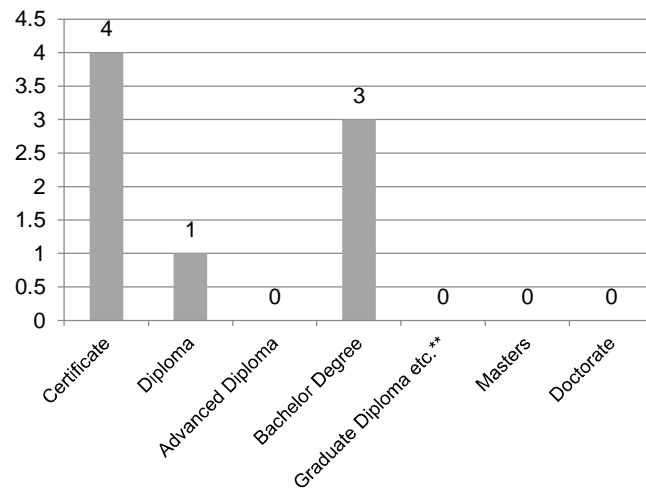
2

2

0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>8</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 2015 were \$5795.00.

The major professional development initiatives are as follows:

- Responsible Behaviour Plan SWPBS
- CPR
- Teacher Aide PD Active Supervision and Essential Skills

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

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

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

### Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

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

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

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

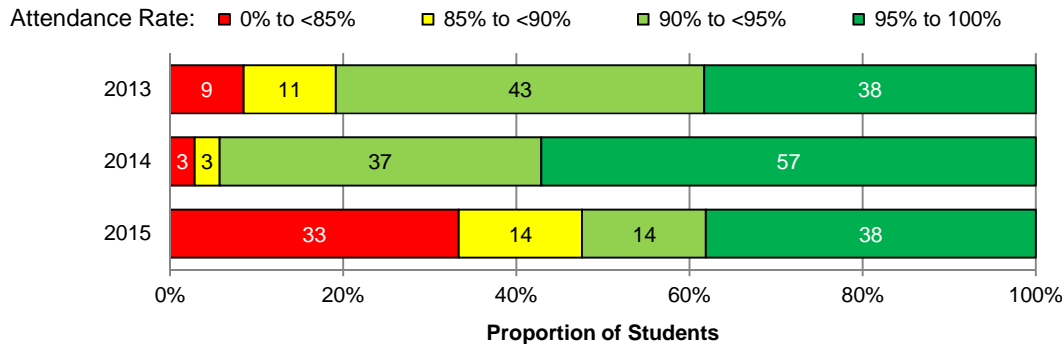
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	86%	89%	93%	94%	94%	97%	93%					
2014	93%	96%	95%	96%	97%	94%	95%						
2015	88%	98%	78%	88%	98%	90%	90%						

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

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



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

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

The process used to manage student attendance at Yandaran State School is as follows:

- Rolls are marked twice during the day, at the beginning of the school day and again at the beginning of the final session.
- If a student is away three consecutive days their classroom teacher makes contact with the family to ascertain why the student has been away. This contact is recorded in One School. If there are further absences that are forming a pattern or are concerning to the teacher they then inform the Principal to make contact with the family to organise a meeting to discuss the issue concerning the student's attendance. If there is a continuation of non-attendance then Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.
- If a student is absent, parents need to send a note or call the school to explain why their child is away.

## 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.