



Yandaran State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Established in 1919, Yandaran is a multi-age, co-educational state school 35 km north of Bundaberg. Our early-years classroom is composed of students in Prep to Year 3 and our senior class comprises students in Years 4 to 7. We have a strong focus on the recognition of the individual needs - academic, social and 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. Our school provides students with a range of extra-curricular activities including after-school sports, musicals and academic and ICT competitions. Change has occurred in many areas such as facilities, teaching and learning programming and clientele needs. Teachers and staff have embraced these new changes. A modern Learning Enrichment Centre caters to students using up-to-date ICT and resources for various key learning areas. Surveyed parents, students and staff are very satisfied that Yandaran State School is a safe, supportive, educational centre.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

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

Analyse Student Data

- Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher data literacy to inform effective teaching and learning.
- Set targets for student achievement that are realistic yet aspirational

Every Student Succeeding

- Expand opportunities for all students to reach their potential.
- Identify and support 'at risk' students

Improve Student Attendance

- Analyse trends in attendance data at the whole school, class and individual student level.
- Implement both proactive and reactive strategies to increase student attendance to 95%
- Communicate and promote student attendance rates in the wider community
- Implement the Same Day Reporting - Student Absence Requirements
- Contact parents/carers through mobile SMS system when students are away; same day

Create a Culture of Engaging Learning for all Students

- Implement strategies to cater for students' academic, social and emotional needs
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success
- Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise
- Provide case management that supports attendance and retention, literacy and numeracy achievement for Aboriginal and Torres Strait Islander students.
- Ensure education support plans are in place for all students living in Out Of Home Care situations.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	30	12	18		65%
2015*	16	5	11	1	100%
2016	25	11	14	1	96%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	16	13
Year 4 – Year 7	16		
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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 and Health and Physical Education. Our major programs are:



- * Literacy and Numeracy teaching blocks across the school.
- * Supportive programs of early intervention for literacy 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.

Co-curricular 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, Hinkler Hall of Aviation, Fariymead House Sugar Museum.
- 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 Assist 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 lab. Development of flexible and formal learning environments in the Resource Centre with desktop computers (class facility), laptop computers, data projectors and interactive televisions.

Social Climate

Overview

After a number of difficult years Yandaran State School has grown to, again, be a two teacher school. This has provided the ideal learning environments that has assisted with the continued support and confidence in the school by the community. With enquiries for enrolment into Prep increasing and new families moving into the community Yandaran SS will continue on the positive growth trajectory. 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	92%	100%	100%
they feel safe at their school* (S2037)	91%	100%	100%
their teachers motivate them to learn* (S2038)	92%	100%	100%
their teachers expect them to do their best* (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	100%
teachers treat students fairly at their school* (S2041)	92%	100%	80%
they can talk to their teachers about their concerns* (S2042)	85%	100%	100%
their school takes students' opinions seriously* (S2043)	92%	100%	60%
student behaviour is well managed at their school* (S2044)	92%	100%	80%
their school looks for ways to improve* (S2045)	92%	100%	80%
their school is well maintained* (S2046)	92%	100%	80%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	DW	100%
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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	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.

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

Respectful relationships programs

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	0
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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,134	10,000
2014-2015	10,728	
2015-2016	13,890	

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$1600.00

The major professional development initiatives are as follows:

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

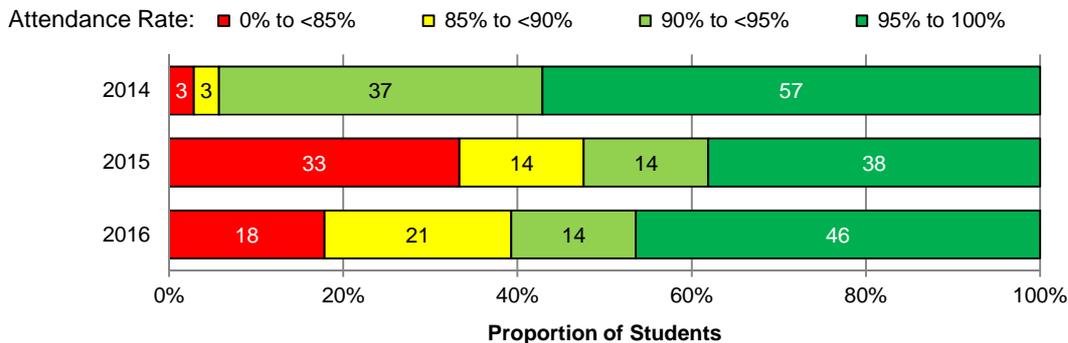
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	96%	95%	96%	97%	94%	95%						
2015	88%	98%	78%	88%	98%	90%	90%						
2016	92%	87%	95%	93%	95%	91%	96%						

*Attendance rates effectively count 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 the final session.
- If a student is away their classroom teacher makes contact with the family via text message 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, call or text message the school to explain why their child is away.

NAPLAN

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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Non-government

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