



Yandaran State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

Contact Information

Postal address:	Post Office Yandaran 4673
Phone:	(07) 4156 1108
Fax:	(07) 4156 1009
Email:	principal@yandaranss.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:	Sheree McMahon, Principal

School Overview

Established in 1919, Yandaran State School 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 2 and our senior class comprises of students in Years 3 to 6. We are staffed by an experienced and dedicated team committed to providing high quality education that makes a positive difference to the lives of all students. We equip our students with confidence and skills to enable them to successfully move forward from our small environment to the larger more complex secondary school environment and to contribute to a socially, economically and culturally vibrant society.

At Yandaran State School we are proud of the fact that we are 'small' and we are country. We believe that these things enable us to provide an excellent learning environment that promotes individual achievement and success. Multi-age classes mean our teachers differentiate for all students, providing them with opportunities to experience success. Our experienced and dedicated team know each and every student personally and are therefore able to cater to each individual child's learning style and need.

Principal's Foreword

Introduction

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-State Schools in Queensland. It provides an overview of the 2017 school year at Yandaran State School.

School Progress towards its goals in 2017

The 2017 school year has been a wonderful year at Yandaran State School. The significant achievements that have occurred are:

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

Future Outlook

Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices.

Our Explicit Improvement Agenda for 2018 identified the following priorities:

- Pedagogy - Consistent Practices Prep to Year 6 in alignment with Pedagogical Framework
- Australian Curriculum - Deeper understanding of Achievement Standards to improve A-E
- Reading - reading for enjoyment and achieving C level or higher
- Numeracy – C level or higher
- Achieve a student attendance rate of 95% or better.

Improvement Priority – Reading

- Roll out - Yandaran State School Balanced Reading Program
- Embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent)
- Analyse student data regularly to inform improvement, guided teaching practices and prompt early intervention.

Improvement Priority – Numeracy

- Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.
- Opportunities for staff to engage in moderation
- Provide challenging learning opportunities for students to demonstrate their potential through quality assessment.

Improvement Priority – Attendance

- Celebrate end of term attendance
- Communicate and promote attendance in newsletters and wider community.
- On-going implementation of engaging safe learning environment.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	16	5	11	1	100%
2016	25	11	14	1	96%
2017	25	10	15	1	70%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 travel to and from school by bus.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 2	16	13	13
Year 3 – Year 6			12
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Yandaran State School we are a dedicated team who work together, with the community, to foster a love of learning so that each child develops a curiosity about the world in which they live and therefore becomes a lifelong learner. We ensure that each and every day students experience success. This is achieved through the implementation of an individualised approach that is targeted to each individual student's strengths and weaknesses. At the centre of this success are the positive relationships that all staff build with each and every student.

At Yandaran State School we implement the Australian Curriculum through the teaching of English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technology. Explicit teaching provides us with a structure through which to deliver the curriculum effectively within a multi-age classroom environment. There are two classes, Prep to Year 2 and then Year 3 to Year 6.

Our grounds are well maintained and provide a wonderful area for the students to play and be active. We provide the students with a weekly Music and HPE lesson. Students are respectful, responsible and safe. These three simple rules provide an enriched learning environment for all.

Co-curricular Activities

Yandaran State School provides a range of extra-curricular activities which allows students an opportunity to pursue their individual interests:

- Arts Council
- Active After Schools Sports Program
- Prep to Year 6 day excursion (Term 4) – Snakes Down under, Basin Barga
- Participate in Community events – CWA International Projects, ANZAC service
- Year 6 students attend High School Transition Days
- Life Education Van visits
- Linking with small schools to share resources for sports and excursions.

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are used in many ways to support learners of all abilities at Yandaran State School. Students access computers/ipads on a daily basis.

We embrace the Smart Classroom's Agenda to develop a "learning community", whereby: teachers undertake opportunities to develop meaningful and engaging learning experiences. Students use the internet to develop and refine research skills. Students use ICT to edit videos, create multimodal assessment pieces and present completed work.

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 State School 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:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	100%	50%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	73%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	93%
teachers treat students fairly at their school* (S2041)	100%	80%	87%
they can talk to their teachers about their concerns* (S2042)	100%	100%	85%
their school takes students' opinions seriously* (S2043)	100%	60%	93%
student behaviour is well managed at their school* (S2044)	100%	80%	100%
their school looks for ways to improve* (S2045)	100%	80%	100%
their school is well maintained* (S2046)	100%	80%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	80%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	DW	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%

* 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

As a small school, staff work very closely with parents to ensure their child/ren are receiving a quality education. In the 2017 School Opinion Surveys have indicated the 100% of parents/caregivers are satisfied that their children are getting a good education at Yandaran State School. Parents are kept informed of the activities at Yandaran State School through the fortnightly newsletter are taken home by students. Parents are also invited to attend the monthly Parents' and Citizens Association meetings.

Parents are encouraged to participate in parades, classroom activities and sporting activities where possible to support the efforts of all students. Parents are kept informed of their child's progress through twice yearly reporting and parent interviews. Yandaran State School has an 'open door policy' where parents are encouraged to consult with teachers should they have a question or a concern.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2017, staff and students at Yandaran State School have continued with their efforts to reduce power consumption within the school, by turning off lights, fans and air-conditioners when leaving classrooms and not using air-conditioning to heat in Winter.. Bore water continues to be used for school toilets and filtrated tanks are used for drinking water. The school has solar panels fixed to C Block to reduce the environmental footprint of the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,728	
2015-2016	13,890	
2016-2017	18,392	

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.

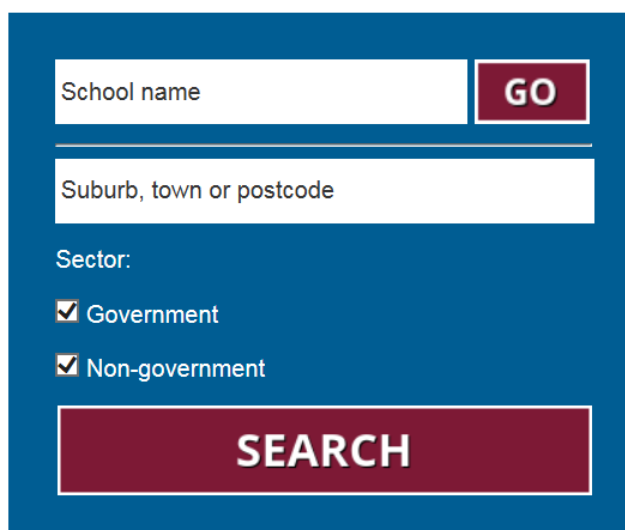
School Funding

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

A search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a 'GO' button next to it. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' label with two checked checkboxes: 'Government' and 'Non-government'. At the bottom is a large red button with the word 'SEARCH' in white capital letters.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time Equivalents	2	3	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 2017 were \$9361.00

The major professional development initiatives are as follows:

- Literacy – Seven Step Writing
- First Aide - CPR
- Dr Anita Archer – Explicit Instruction
- BM Conference
- Principal Meetings
- Principal Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	93%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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 2017 for all Queensland Primary schools was 93%.

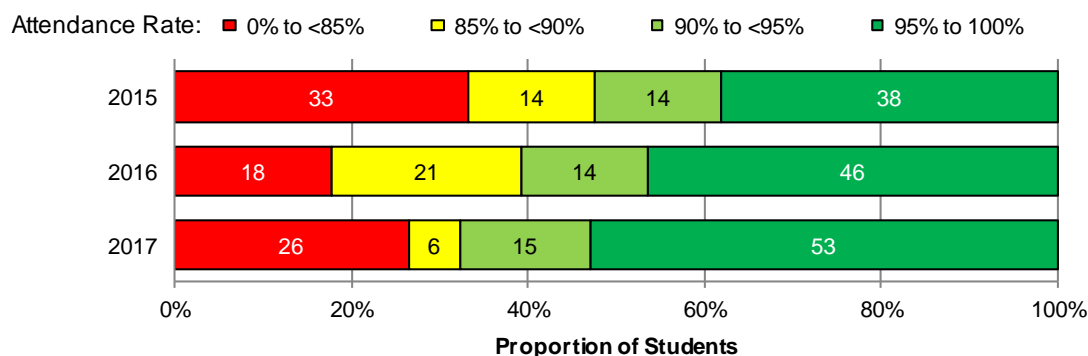
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	98%	78%	88%	98%	90%	90%						
2016	92%	87%	95%	93%	95%	91%	96%						
2017	97%	90%	76%	93%	DW	90%	89%						

*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 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.

Absences at Yandaran State School are monitored by regular checking of enrolment data from class roles. Rolls are marked twice daily at 9:00am and 2.00pm. Parents are required to notify the reason for absences in person, via phone or text message. Unexplained absences are followed up on the same day with via text message advising the parent that their child has been marked absent and can they please provide the school with a reason why. After 3 days of absenteeism with no explanation, the school makes contact with the parents/caregivers to discuss the absenteeism.

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.

Find a school

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.