Yandaran 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

Established in 1919, Yandaran is a beautiful multi-age, state school located 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 needs.

School progress towards its goals in 2018

The 2018 school year has been a wonderful year at Yandaran State School. The significant achievements that have occurred are:

Improvement Priority – Reading
- continued implementation of Balanced Reading Program.
- Embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent)
- Analysed 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.
- 100% of staff participated in moderation with small schools.
- Provide challenging learning opportunities for students to demonstrate their potential through quality assessment.

Improvement Priority – Attendance
- Student attendance target was reached
- Celebrate end of term attendance
- Communicate and promote attendance in newsletters and wider community.

Future outlook

In 2019, our school has two key sharp and narrow improvement priorities:

Improvement Priority 1: to enhance student learning and engagement to improve reading and comprehension skills.

ACTION	TARGET
To develop a shared understanding and commitment to developing reading with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas	85% of students receiving a C or better in English. Alignment of Achievement standards across KLA's.
Teachers engaging in the post moderation process with Small School Clusters	100% teachers attend post moderation for English
Align staff DPP's to the improvement priority of Teaching Reading	100% of staff engage with DPP process

Improvement Priority 2: Improved attendance – 'Everyday Counts'

ACTION	TARGET
Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in Reading Celebrate attendance at the end of every term	Data analysis discussions each term with 100% engagement Above 97% attendance
Provide challenging learning experiences that further develop Reading through critical and creative thinking capabilities across the curriculum.	67 % of Year 3 students achieving in U2B for Reading. 72% of Year 5 students achieving in U2B for Reading.
Analyse Reading data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.	100% of staff engaged in data analysis

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

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	25	25	23
Girls	11	10	13
Boys	14	15	10
Indigenous	1	1	1
Enrolment continuity (Feb. – Nov.)	96%	70%	73%

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

Yandaran State School students reside in the Yandaran township, Waterloo and Littabella, on rural and small acreages. Yandaran State School is a well-established country school with 100 years of history in 2019. Students attending Yandaran State School come from a range of backgrounds and socio-economical backgrounds. Our school strives to provide quality-learning opportunities for all students, no matter their background.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 2	13	13	15
Year 3 – Year 6			15
Year 7 – Year 10			
Year 11 – Year 12			

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

The school has a clear focus on delivering outstanding educational outcomes for our students.
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 and Languages (Japanese). 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.   A visiting Japanese teacher teaches LOTE once a week to our Year 4-6 students. We provide the students with weekly visiting specialist Music and HPE teachers. Our Chaplin runs playgroup, every Friday morning with an early literacy focus.

Yandaran School school grounds are well maintained and provide a wonderful area for the students to play and be active.
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 that allows students an opportunity to pursue their individual interests:

- Prep to Year 6 day excursion (Term 4) – Bucca Retreat
- Participate in Community events – CWA International Projects, Pineapple Festival, Morning in the Park
- Year 6 students attend High School Transition Days
- Life Education Van visits
- Small School Sport Day
- Book Week Celebrations
- Swimming Term 4
- ANZAC Day ceremonies at school with community members
- 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/iPad on a daily basis to consolidate learning and curriculum requirements.

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

Yandaran State School has a very positive social climate and data gathering through opinion surveys reflect this. Our social climate is underpinned by our three core values, "Be Respectful", "Be Responsible" and "Be Safe". Student responses to the school opinion survey, indicate that students feel they are getting a good education, feel safe and their teachers motivate them to learn.

Yandaran State School students and community, has the support of a Chaplain 1 1/2 days a week. They host initiatives: Friends Program to assist with communication, breakfast club, holiday club and playgroup to connect school community. 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.

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%	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)	DW	100%	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%	75%	100%
• student behaviour is well managed at this school* (S2012)	100%	50%	67%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	89%
• they feel safe at their school* (S2037)	100%	73%	100%

Percentage of students who agree# that:	2016	2017	2018
• 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%	93%	100%
• teachers treat students fairly at their school* (S2041)	80%	87%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	85%	100%
• their school takes students' opinions seriously* (S2043)	60%	93%	100%
• student behaviour is well managed at their school* (S2044)	80%	100%	100%
• their school looks for ways to improve* (S2045)	80%	100%	100%
• their school is well maintained* (S2046)	80%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	80%	79%	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%	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	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. The 2018 School Opinion Surveys has indicated that 100% of parents/caregivers are satisfied that their children are getting a good education at Yandaran State School.

Parents are kept well informed of the activities at Yandaran State School through the fortnightly newsletter, which are taken home by students as our main form of communication with parents. Parents are invited to attend the monthly Parents' and Community 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. These programs along with Education Queensland policy and procedure allow us to help our school community with respectful relationships. Programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence; developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others are unsafe.

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	0	0	0
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

In 2018, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,890	18,392	16,170
Water (kL)			

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.
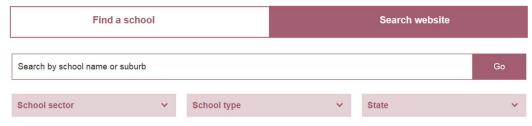
School funding

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	4	10	0
Full-time equivalents	1	1	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
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 $8008.91.

The major professional development initiatives are as follows:

- First Aid
- Curriculum – English and Maths pre and post moderation.
- Maths
- Behaviour
- Bridge Builder
- Principal Forums and Small School Principal Meetings

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.	96%	97%	98%

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 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%	89%	91%
Attendance rate for Indigenous** students at this school	DW	DW	DW

* 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	92%	97%	96%
Year 1	87%	90%	96%
Year 2	95%	76%	89%
Year 3	93%	93%	86%
Year 4	95%	DW	90%
Year 5	91%	90%	90%
Year 6	96%	89%	85%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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	18	21	14	46
2017	26	6	15	53
2018	24	18	15	42

Proportion of Students

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.

Rolls are marked twice daily electronically. Parent/caregivers of students with unexplained absences are contacted via text message, making parents/carers aware of the absence and the need for a reason for the absence. This text is sent out as part of the Education Department's policy around same day notification of absences without a reason. Administration staff/principal contact guardians of Children in Care immediately if the child in care is absent with no reason. After three consecutive days of absence with no explanation, the school makes contact with parents/caregivers to discuss absenteeism.
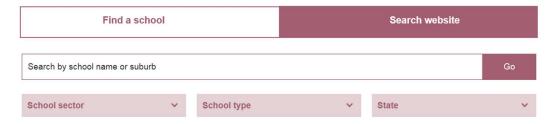
Proactive strategies around attendance are included in newsletters, awards relating to outstanding attendance as well as regular reminders on parade.

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.