



Yungaburra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Yungaburra State School, on the Atherton Tablelands, opened June 7th 1909. It continues to grow as this area develops. Yungaburra State School has a committed and motivated community of staff, students and parents whose aim is to work as a team to guide students through a quality educational process in all learning areas. Our school strives to provide a supportive learning environment that forms productive partnerships and gives equal opportunities for all to succeed. Our Prep to Year 6 curriculum has been embedded using the Australian Curriculum, with a strong focus on literacy and numeracy. Our school provides specialist Science classes, the study of Japanese, Instrumental Music classes and has a strong focus on technologies. We provide early intervention strategies and learning and special needs support. Our school is regularly involved in community activities as well as cultural and sporting events. Parents are encouraged to be engaged with school activities and we recognise the value of the parental role in education. Our enthusiastic P&C foster cohesion within the school and wider community. It is very much a community school in the sense that we have deliberately promoted the notion that 'it takes a village to raise a child'. Yungaburra values tradition whilst creating inspiring futures for our students. Our school values are KINDNESS, RESPECT and LEARNING.

School progress towards its goals in 2018

In 2018, Yungaburra State School continued to “Value Traditions and Inspire Futures” through strong collaboration at all levels of our school community, the elevation of student success and a future that is focused on innovation and social connectivity.

Focus Areas	Key Actions
STEM Education: Mathematics Matters Continued in 2019	<ul style="list-style-type: none">Continued to develop a Whole School Mathematics Plan.Use of a blended and balanced approach to the teaching of mathematics across year levels.Continued building teaching capability through engagement with the Australian Curriculum (Mathematics) subject area.Moderated units of mathematics with our cluster schools.
Talk to Text: Daily Focused Writing Continued in 2019	<ul style="list-style-type: none">Implemented a formal daily writing program based on research and current best practice.Undertook regular school reviews focused on sharing best practices, problems of practice and evidence of student learning.Fore fronted and included a focus on quality bookwork, spelling in context, punctuation and grammar and provision of explicit feedback.
A Culture that Promotes Learning	<ul style="list-style-type: none">Implementation of a Positive Education Framework – laying the foundation for our explicit improvement journey for 2019 to 2022.

Future outlook

2018 School Review conducted and affirmed the significant progress made on achieving the outcomes for students as outlined in our 4 year strategic plan and annual explicit improvement plans.

The following were the identified key improvement strategies for the next 4 year cycle:

- Complete the collaborative review of the school's RBPS to ensure its continued effectiveness and suitability for all stakeholders including processes to share, analyse and discuss behaviour data with the school community.
- Continue to build the capability of staff members to support the implementation of the school's RBPS including the implementation of the Positive Education framework.
- Strengthen processes for regular, school-wide mentoring and coaching for school leaders and teaching staff.

- Explore processes to enhance parent and community engagement and evaluate the effectiveness of community partnerships through the development of a Parent and Community Engagement (PaCE) framework.

In 2019 our priorities are:

Focus Areas	Key Actions
Positive Education: Student Learning and Wellbeing Improving work – 4 year strategic plan	<ul style="list-style-type: none"> • Implement Responsible Behaviour Plan 2019 – 2022 • Renew school signage to reflect our school values of KINDNESS, RESPECT and LEARNING • Implement the Australian Curriculum Health Subject • Explicitly teach our school values
Positive Education: Staff Learning and Wellbeing Improving work – 4 year strategic plan	<ul style="list-style-type: none"> • Positive Education Team to continue to provide training, capability development and parent information • Provision of professional learning opportunities and support structures to promote wellbeing amongst the Yungaburra staff team
Positive Education: School Community Engagement Improving work – 4 year strategic plan	<ul style="list-style-type: none"> • Promote Positive Education in our school community • Develop a PaCE Framework: Parents and Community Engagement Framework • Apply for grants “Places and Spaces” to improve school environment; positive places to play and learn

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	215	213	224
Girls	96	101	103
Boys	119	112	121
Indigenous	19	20	25
Enrolment continuity (Feb. – Nov.)	96%	95%	93%

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

The majority of students who come to the school continue their education here through the primary year levels.

Indigenous students represent approximately 11.2% of the student body and students with a disability 2.2%.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	23	24	23
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

- Whole School Curriculum, Assessment and Reporting for all learning areas based on the Australian Curriculum.
- Reporting against the achievement standards of the P-12 Australian Curriculum.
- Collaborative Planning based on the Australian Curriculum and the needs of learners.
- Principal as the leader of learning within the school; supported by a part time Head of Curriculum.
- A learning culture with a pedagogical framework that focuses on LEARNING. Teaching approaches are chosen to impact LEARNING.

Co-curricular activities

- Student Leadership Opportunities: The school has an active Student Council that develops leadership skills through environmental, school and community projects.
- Student Leaders attend a 3 day leadership camp along with other district schools at the beginning of each year.
- The school's classroom music program is complemented by the Instrumental Music Program for students in Year 4 – 6. Music students have opportunities to perform at school and community events.
- School choir.
- Readers Cup Competition – Teams of students who share a love of reading are invited to participate in Reader's Cup.
- ICAS Testing is offered to students in Writing, Spelling, Maths, Reading, Science and Technology.
- School Camps : Year 5 and Year 6.
- Makerspace Opportunities and Activities.
- Students are supported to participate in a range of district, peninsula and state sporting teams.
- LOTE Speaking Competition – Japanese
- Enrichment opportunities for students are offered – TEEC Science and Global Tropics Future's Program.
- School community involvement is a valued tradition at Yungaburra: the school, families and students all come together to support the P&C local markets, the Annual Fancy Dress Ball, Ed Week Breakfast and ANZAC Day to name just a few.

How information and communication technologies are used to assist learning

Yungaburra has an ICT Strategic Plan and Annual STEM School Plan. Our VISION centres around 2 key areas: Implementation of the Australian Curriculum fully; including Digital Technologies and Design Technologies and teachers using 'technologies' confidently and integrated into daily lessons in rich and meaningful ways that improve student outcomes.

Our school also offers our Year 5 and 6 students the opportunity to participate in a BYOD (Bring Your Own Device) program.

Social climate

Overview

Yungaburra State School is a school that continually strives to provide the best journey for our children, to not only achieve academically, but also to flourish as individuals within a community.

Our Yungaburra State School Responsible Behaviour Plan forms part of our Positive Education Framework. Our Framework involves the school, families and community working together to ensure that our children have the social and emotional skills and competencies that are necessary for them to be successful and flourish within our ever-changing world.

Our Responsible Behaviour Plan reflects our school community's core values of:

- Kindness
- Respect; and
- Learning

It is reflective of the six key tenets of Positive Psychology that center on increasing human wellbeing through cultivating positive relationships, positive emotion, positive health, positive engagement, positive accomplishment and positive purpose.

Our school expectations have been agreed upon and endorsed by our school community. Our values, principles and expectations are aligned with the expected standards in the Department of Education's Code of Expected School Behaviour and to the requirements of the Australian Curriculum.

It is our belief that wellbeing should be at the heart of education at Yungaburra State School.

Important principles that guide our work under our Positive Behaviour Learning Framework, include:

- Appropriate behavior needs to be explicitly taught and reinforced.
- Acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and prosocial behaviours.
- For some students, extra support will be required in both teaching and reinforcing such behavior.

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)	87%	100%	96%
• this is a good school (S2035)	97%	100%	100%
• their child likes being at this school* (S2001)	90%	100%	96%
• their child feels safe at this school* (S2002)	90%	100%	93%
• their child's learning needs are being met at this school* (S2003)	90%	96%	96%
• their child is making good progress at this school* (S2004)	87%	100%	96%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	96%	85%
• teachers at this school motivate their child to learn* (S2007)	87%	100%	93%
• teachers at this school treat students fairly* (S2008)	97%	96%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	93%
• this school works with them to support their child's learning* (S2010)	90%	92%	96%
• this school takes parents' opinions seriously* (S2011)	87%	87%	81%
• student behaviour is well managed at this school* (S2012)	93%	83%	70%
• this school looks for ways to improve* (S2013)	86%	92%	85%
• this school is well maintained* (S2014)	97%	88%	89%

* 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)	97%	98%	90%
• they like being at their school* (S2036)	97%	96%	88%
• they feel safe at their school* (S2037)	99%	94%	90%
• their teachers motivate them to learn* (S2038)	100%	96%	97%
• their teachers expect them to do their best* (S2039)	99%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	95%
• teachers treat students fairly at their school* (S2041)	97%	92%	86%
• they can talk to their teachers about their concerns* (S2042)	94%	90%	87%
• their school takes students' opinions seriously* (S2043)	96%	94%	86%
• student behaviour is well managed at their school* (S2044)	90%	92%	74%
• their school looks for ways to improve* (S2045)	99%	98%	91%
• their school is well maintained* (S2046)	97%	98%	99%
• their school gives them opportunities to do interesting things* (S2047)	92%	94%	91%

* 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%	91%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	80%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	95%	81%
• student behaviour is well managed at their school (S2074)	94%	86%	69%
• staff are well supported at their school (S2075)	100%	86%	81%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	100%	90%	100%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	94%

* 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

Our school community strives to involve and engage parents with their child's education through:

- Parent and teacher partnership meetings every semester.
- Term Overviews: "Learning at Yungaburra"; outlining focus of work across subject areas, assessments and ways to support learning at home. Also included is contact information for all teachers involved with student learning.
- All new families meet with Principal prior to enrolment.
- Q Schools and Q Parents
- Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school are facilitated by the SWD Teacher, the Student Support Team and Class Teachers.
- Involvement in school reading programs.
- School information sessions and workshops.
- Early Years Transition Program.
- Volunteer work including tuckshop, markets and the resource centre
- Involvement in sporting events and school camps.
- Supporting student leadership work.
- P&C and associated focus groups such as the ICT Reference Group.
- Running of the community markets
- Strong partnerships with local kindergarten and high schools.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships as outlined under the Social Climate area of this report. Further to this the school is responding to changes in our community demographics and reviewing school programs in line with these changes.

Further to this we actively promote the High Five Plan for students to use when they are feeling unsafe (Signage around the school) – 1. Talk friendly, 2. Talk firmly, 3. Ignore/Walk away, 4. Warn and 5. Report.

VPG conducts a formal Respectful Relationship Program with our Year 6 students every year. We have engaged VPG to deliver other programs to support families on site in 2018.

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	2	3	6
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

The school has a recycling program that sees waste such as paper, plastics, glass and metals removed for recycling. Food scraps are recycled via a bank of compost bins. This initiative is largely managed by the Environmental sub-committee of the student council.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	72,603	148,066	88,247
Water (kL)		2,776	

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.

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	20	15	0
Full-time equivalents	14	8	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	19
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 was \$26 686

The major professional development initiatives are as follows:

- Collaborative Unit Planning for English and Mathematics – Teacher Release Time
- Mathematics Matters – focus on best practice and pedagogical approaches
- Writing Achievement – “Talk to Text”
- Positive Education Courses and Training

- Literacy and Numeracy focused professional learning including: reading, writing, phonemic awareness and individual curriculum planning

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	92%	93%	92%
Attendance rate for Indigenous** students at this school	89%	92%	89%

* 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	93%	94%	93%
Year 1	92%	91%	92%
Year 2	90%	93%	93%
Year 3	92%	93%	93%
Year 4	96%	92%	91%
Year 5	92%	93%	91%
Year 6	91%	93%	93%

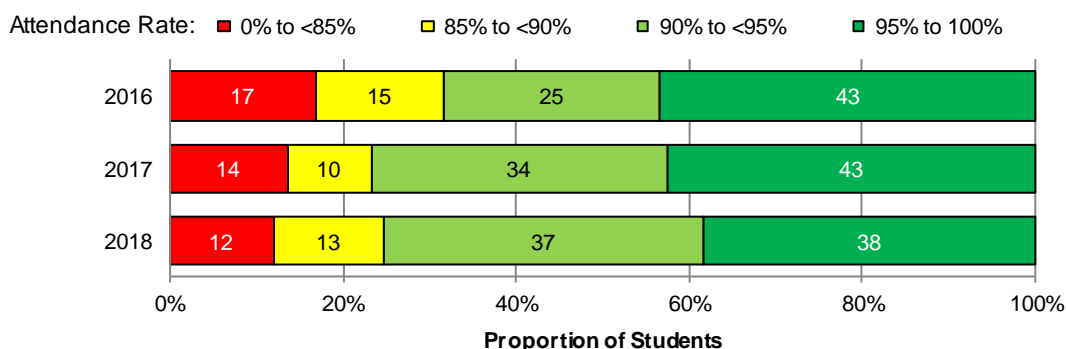
Year level	2016	2017	2018
Year 7		DW	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

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.

At Yungaburra Student absences are managed by:

- Class rolls are marked twice a day; morning and afternoon.
- Unexplained absences from school are followed up by office staff – same day notification; SMS sent.
- List maintained for follow up if no response.
- Principal alerted via One School and ADMIN Team after 3 days with no contact/response from family.
- The Administrative Team regularly monitor attendance and send standard One School letters home re unexplained absences and Enforcement of Enrolment when required.
- Principal contacts Student Engagement team for support and advice.

Attendance is encouraged by:

- Providing safe and supportive learning environments with strong student – teacher relationships.
- Parents are regularly reminded that “Everyday Counts” through information booklets, report cards, signage, newsletters and website.
- Fortnightly attendance statistics are published in the newsletter.
- Through parent- teacher meetings and conversations.

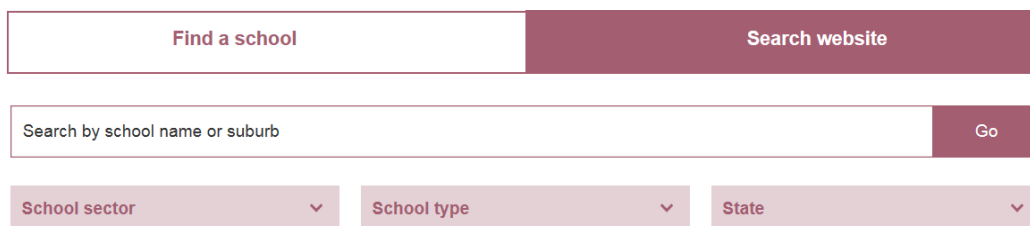
NAPLAN

For parents/caregivers who you have provided a hard copy of your school's Annual Report, you must also provide a copy of your school NAPLAN results (you may wish to copy the information from the [My School website](#)).

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.