



Yungaburra 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



Contact Information

Postal address:	4 Maple Street Yungaburra 4884
Phone:	(07) 4089 7333
Fax:	(07) 4089 7300
Email:	principal@yungaburrass.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:	Brigitte Mackenzie

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. This 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 established 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 a has a strong focus on technologies. We provide early intervention strategies and learning and special needs support. Our school is constantly involved in community activities as well as cultural and sporting events. Parents are encouraged to be actively involved in school activities and we recognise the value of the parental role in education. The enthusiastic P and 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.

Principal's Foreword

Introduction

The Yungaburra State School Annual Report outlines the progress of the school in 2016 in the key areas of student, curriculum and school community outcomes.

Yungaburra State School staff and community are committed to student success: academic, sporting and cultural. We set high expectations for student attendance, behaviour and achievement. We work closely with our families and community to achieve the best possible outcomes for all students.

Our core school improvement priorities in 2016 were aligned to our department's strategic plan and centred on:

- Improving reading and writing
- Building teaching quality
- Collaborative Curriculum Planning
- STEM Education

School Progress towards its goals in 2016

Improving reading and writing outcomes for	• Capability development of teachers who identified these areas for
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students (Improving Work)	<p>further development through developing performance discussions with principal, coaching and feedback.</p> <ul style="list-style-type: none"> • Implementation of new Reading Plan. • Provision of targeted professional development and external review of reading plan. • Additional tiers of support for students identified as 'at risk' through the student support team. • Upgrade of reading and writing classroom resources.
Building Teaching Quality (Sustaining & Ongoing)	<ul style="list-style-type: none"> • Career and capability development supported through use of the teaching standards and developing performance planning tools. • Continued strong focus on explicit teaching as the school's signature pedagogy. • Use of classroom observations, profiling, coaching and feedback to improve teaching practices.
Collaborative Curriculum Planning (Sustaining & Ongoing)	<ul style="list-style-type: none"> • Implementation of a collaborative system of curriculum planning (New work) based on the Australian Curriculum and student needs. • Designing for Difference. • Development of English Units based on the AC. • Yungaburra Whole School Curriculum Plan reviewed and updated – content, assessment and reporting clear and aligned to the AC.
STEM: Stepping into the Future	<ul style="list-style-type: none"> • Specialist Science Lessons for students in Years 1 to 6. • Makerspace established. • AC 'Technologies' fore fronted.

Future Outlook

In 2017; Yungaburra State School will continue “Valuing Traditions and Inspiring 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.

Key Priorities in 2017 include:

Focus Areas	Key Actions
STEM Education: Mathematics Matters	<ul style="list-style-type: none"> • Initiate cycle of inquiry – Review school and student data; investigate teacher beliefs and unpack current practices. • Develop a Whole School Mathematics Plan with support from the State Schooling Team. • Investigate best practice in the teaching of mathematics. • Build teaching capability through engagement with the Australian Curriculum (Mathematics).
Collaborative Curriculum Planning	<ul style="list-style-type: none"> • Continued development of Yungaburra specific units of work based on the Australian Curriculum and student needs. (English to be completed this year). • Moderation of English Units with other primary schools to continue.

Strategic Spelling	<ul style="list-style-type: none">• Implementation of Words Their Way Yungaburra Program across the school.
STEM – Stepping into the Future	<ul style="list-style-type: none">• Continued provision of Year 1 to 6 specialist science lessons.• Makerspace open to all – continue to run lunch time activities/clubs.• BYOX Trial in Year 5 and 6.• Capability Development of staff in Digital Pedagogies.

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	213	103	110	8	91%
2015*	188	89	99	7	94%
2016	215	96	119	19	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

2015 Early Childhood Data Profile indicated that our school has approximately 50% of students entering in PREP that come from 8 tableland suburbs other than Yungaburra.

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

Indigenous students represent approximately 10% of the student body.

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	18	25	24
Year 4 – Year 7	29	22	23
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

- 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.
- A learning culture with a pedagogical framework that focuses on LEARNING. Teaching approaches are chosen to impact LEARNING.

Co-curricular Activities

- 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.
- 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.
- 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, 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.

Social Climate

Overview

Our school prides itself on the standard of behavior demonstrated by our students. Our whole school approach to social and emotional student wellbeing is based around the Yungaburra Code of Behaviour: Care for your Learning; Care for Others; Care for Yourself and Care for the Environment.

Units of work have been developed to teach positive behavior and are implemented throughout the year. These help instill within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching the foundations of safety, participation and hard work, respect, organization and resilience as well as conflict resolution strategies for responding to bullying and harassment.

Self regulation, Metacognition and Growth Mindsets support this work. The Social and Emotional Learning General Capability of the Australian Curriculum is also used as part of our unit planning process.

The school employs a Classroom Profiler to conduct regular teacher observations in relation to behavior management; support the "You Can Do It Program" and run parent workshops. We also have a school Chaplain who offers support services to students and families.

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)	96%	100%	87%
this is a good school (S2035)	96%	100%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	100%	95%	90%
their child's learning needs are being met at this school* (S2003)	88%	100%	90%
their child is making good progress at this school* (S2004)	85%	100%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	90%
teachers at this school motivate their child to learn* (S2007)	92%	100%	87%
teachers at this school treat students fairly* (S2008)	92%	86%	97%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	97%
this school works with them to support their child's learning* (S2010)	88%	90%	90%
this school takes parents' opinions seriously* (S2011)	80%	95%	87%
student behaviour is well managed at this school* (S2012)	92%	90%	93%
this school looks for ways to improve* (S2013)	92%	90%	86%
this school is well maintained* (S2014)	92%	90%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	98%	100%	97%
they feel safe at their school* (S2037)	100%	98%	99%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	100%	94%	97%
they can talk to their teachers about their concerns* (S2042)	93%	92%	94%
their school takes students' opinions seriously* (S2043)	90%	98%	96%
student behaviour is well managed at their school* (S2044)	98%	96%	90%
their school looks for ways to improve* (S2045)	95%	100%	99%
their school is well maintained* (S2046)	98%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	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)	90%	93%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	91%
students are encouraged to do their best at their school (S2072)	100%	93%	100%
students are treated fairly at their school (S2073)	100%	93%	100%
student behaviour is well managed at their school (S2074)	100%	93%	94%
staff are well supported at their school (S2075)	70%	93%	100%
their school takes staff opinions seriously (S2076)	75%	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

Our school community strives to connect parents with their child's education through:

- Parent and teacher partnership meetings.
- All new enrolments meet with Principal.
- 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.

At the end of 2016, we conducted a Survey Monkey with our parent body to inform our homework policy. High level of engagement with this process.

In Semester 2, 2016 we also changed our REPORTING system to include a greater focus on face to face student progress meetings with parents.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships as outlined above in the Social Climate area.

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.

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	2
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,330	0
2014-2015	73,956	1,190
2015-2016	72,603	

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

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 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	16	15	0
Full-time Equivalent	12	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	15
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 approximately \$15 000

The major professional development initiatives are as follows:

- Reading – working with Professor Alison Davis
- Collaborative Unit Planning and Development of Australian Curriculum Knowledge and Understanding.
- STEM Initiatives
- NAPLAN Writing PD
- Corporate Services Training

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.	96%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

*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%.

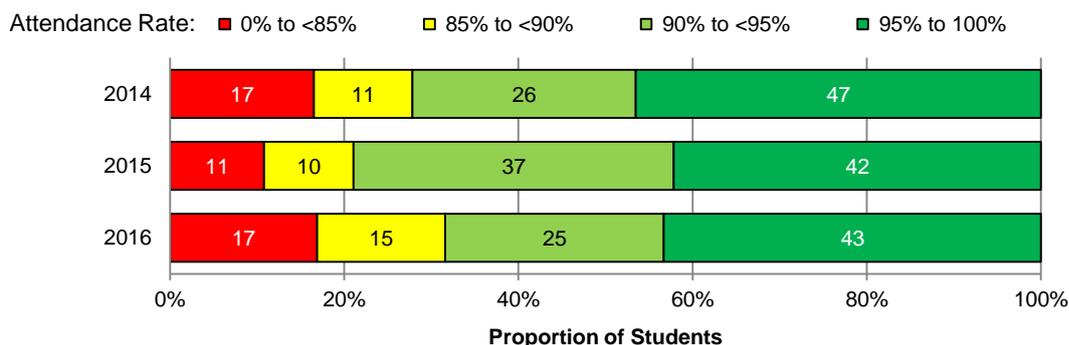
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	93%	94%	91%	93%	95%	94%					
2015	90%	93%	93%	95%	93%	93%	95%						
2016	93%	92%	90%	92%	96%	92%	91%						

*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.

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

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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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.

Conclusion

At Yungaburra we continue to grow and learn; students, teachers and families together. We believe that all students can succeed at learning and that all students are valued. Future proofing our students whilst holding fast to common courtesies, connection, collaboration and community.