

Yungaburra State School

Queensland State School Reporting

2015 School Annual Report



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

Principal's foreword

Introduction

The Yungaburra State School Annual Report outlines the progress of the school in 2015 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 2015 were aligned to our department's strategic plan and centred on:

- Improving reading and writing
- Building teaching quality
- Collaborative Curriculum Planning
- Connecting parents and caregivers with their children's learning

School progress towards its goals in 2015

Improving reading and writing outcomes for students	<ul style="list-style-type: none"> • Capability development of teachers who identified these areas for further development through developing performance discussions with principal, coaching and feedback. • Provision of targeted professional development. • 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	<ul style="list-style-type: none"> • Career and capability development supported through use of the teaching standards and developing performance planning

	<p>tools.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Whole school review of existing curriculum documents. Began the process of curriculum planning renewal – initiating & investigating Updated existing documents to align with the Australian Curriculum standards.
Connecting parents and caregivers with their children's learning.	<ul style="list-style-type: none"> Parent – Teacher partnership meetings were conducted each semester. Newsletters and Website kept updated. Established partnerships with the local kindergarten and began successful transition planning.

Future outlook

In 2016; 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 2016 include:

Focus Areas	Key Actions
Revved Up Reading	<ul style="list-style-type: none"> Full Implementation of our new reading plan. Timetabled Literacy Blocks Professional Development focused on the BIG 6 of Reading: Oral Language, Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension. Guidance, support, professional development and reading plan review by Dr Alison Davis
Collaborative Curriculum Planning	<ul style="list-style-type: none"> Employment of a part time Head of Curriculum to facilitate collaborative planning. State Schooling Team providing coaching & mentoring support for the process. Development of Yungaburra specific units of work based on the Australian Curriculum and student needs.

Designing for Difference	<ul style="list-style-type: none">• Design of units of English work that meet the needs of all students.• Teacher Support Team to assist teachers to build differentiation capabilities.
STEM – Stepping into the Future	<ul style="list-style-type: none">• Employment of a specialist Science Teacher for Years 1 – 6• Makerspace Trial• Continued investment in ICT devices and infrastructure.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	198	91	107	11	94%
2014	213	103	110	8	91%
2015	188	89	99	7	94%

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 2015, 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:

2015 Early Childhood Data Profile indicates that our school now has approximately 50% of students entering in PREP that come from 8 tableland suburbs other than Yungaburra. Students with disabilities represented 5% of the student population. Indigenous students represented 3% of the student population.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	18	16
Year 4 – Year 7 Primary	23	29	15
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	1
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.

Curriculum delivery

Our approach to curriculum delivery

- Whole School Curriculum, Assessment and Reporting for English, Mathematics, Science, History and Geography.
- Reporting against the standards of the P-12 Australian Curriculum.
- Collaborative Planning based on the Australian Curriculum and the needs of learners.
- Principal as the instructional leader of the school.
- Instrumental Music is an additional curriculum offering.

Extra curricula 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.
- 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 improve learning

The school has interactive white boards in every class room as a prime teaching and learning tool.

The school has a fully equipped technology room in the Resource Centre Space that staff use to teach ICT skills.

In 2015 the school co-funded with the education department and the P&C a wireless and bandwidth upgrade.

In order to further the work required in relation to digital pedagogies we planned for the introduction of a STEM specialist in 2016 and beyond to drive this work within our school.

Social Climate

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 School 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.

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	95%
their child's learning needs are being met at this school (S2003)	100%	88%	100%
their child is making good progress at this school (S2004)	100%	85%	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%	96%	90%
teachers at this school motivate their child to learn (S2007)	96%	92%	100%
teachers at this school treat students fairly (S2008)	96%	92%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	100%
this school works with them to support their child's learning (S2010)	100%	88%	90%
this school takes parents' opinions seriously (S2011)	96%	80%	95%
student behaviour is well managed at this school (S2012)	100%	92%	90%
this school looks for ways to improve (S2013)	100%	92%	90%
this school is well maintained (S2014)	100%	92%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	98%	100%
they feel safe at their school (S2037)	100%	100%	98%
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%	98%
teachers treat students fairly at their school (S2041)	100%	100%	94%
they can talk to their teachers about their concerns (S2042)	100%	93%	92%
their school takes students' opinions seriously (S2043)	100%	90%	98%
student behaviour is well managed at their school (S2044)	100%	98%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school looks for ways to improve (S2045)	100%	95%	100%
their school is well maintained (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things (S2047)	96%	91%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	93%
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%	90%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	100%	70%	93%
their school takes staff opinions seriously (S2076)	100%	75%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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 once a semester and as requested.
- 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	66,153	1,813
2013-2014	65,330	0
2014-2015	73,956	1,190

*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.

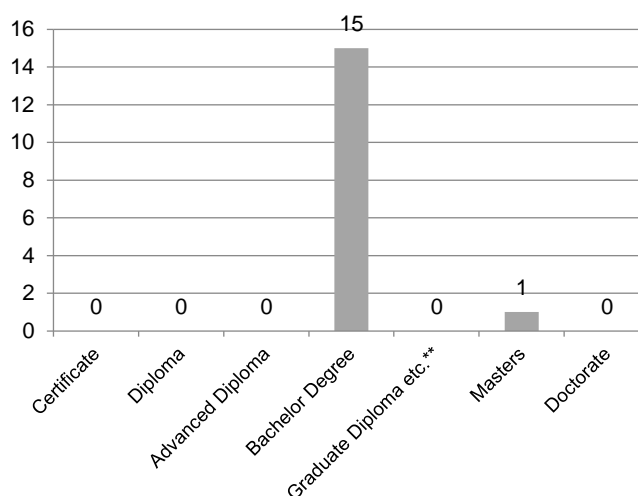
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	13	0
Full-time equivalents	12	7	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	16



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$14 254

The major professional development initiatives are as follows:

- Seven Steps to Writing Success
- Improving Literacy Outcomes: Dr Alison Davis
- Explicit Instruction Conference: Anita Archer
- How Language Works
- Teacher Aide PD Day

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

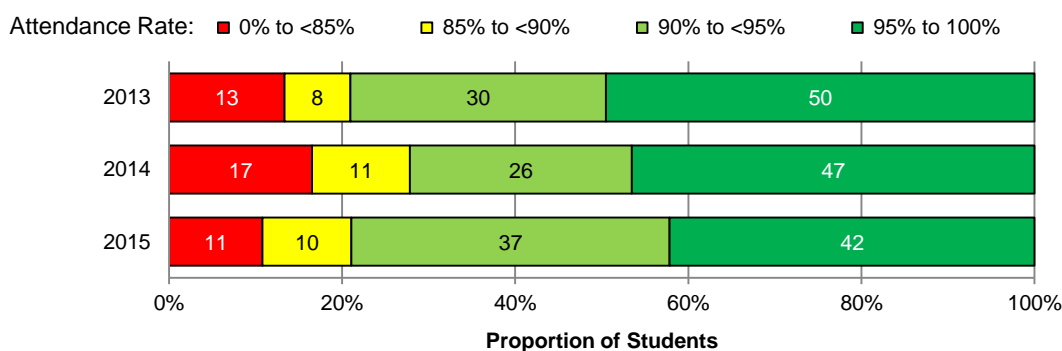
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	93%	94%	92%	93%	96%	94%	95%					
2014	93%	92%	93%	94%	91%	93%	95%	94%					
2015	90%	93%	93%	95%	93%	93%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day; morning and afternoon. Unexplained absences from school are followed up by the classroom teachers in the first instance and referred to the principal when parent follow up has proved difficult. The Administrative Team regularly monitor attendance and send standard One School letters home re unexplained absences.

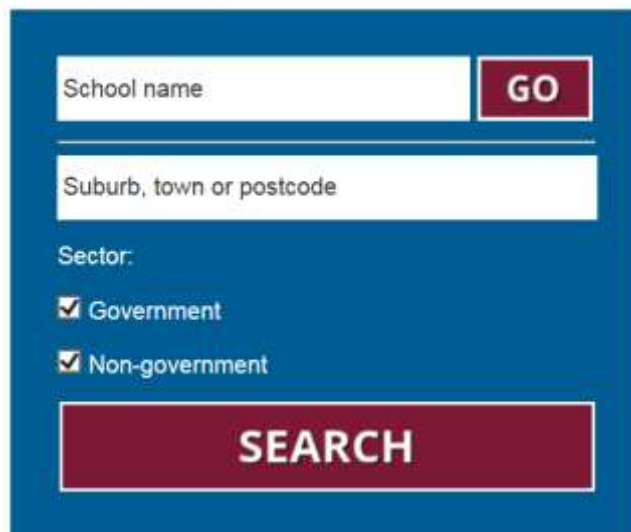
Parents are regularly reminded that "Everyday Counts" through information booklets, report cards, signage, newsletters and website.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

The image shows a search form titled "Find a school" with a blue background. It contains two input fields: "School name" and "Suburb, town or postcode". A red "GO" button is positioned to the right of the "School name" field. Below the "Suburb, town or postcode" field, there is a "Sector:" label followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says '**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.

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