Principal’s foreword

Introduction

At Yugumbir State School, our core business is to provide the best possible education for your child and to do so in a warm, supportive learning environment.

Our dedicated staff members strive to offer educational programs which encourage students to make the most of their knowledge and skills. Individual learning styles are recognized and extensive support programs are in place.

We are proud of our strong music program including highly respected instrumental music and choral programs. Yugumbir also experiences a great deal of success when participating in interschool sport and district sporting events.

Yugumbir State School has made a strong commitment to the incorporation of technology in school programs with all classrooms having access to computers and interactive whiteboards.

Students in Years 5, 6 and 7 undertake Indonesian LOTE studies.

We recognize that parents and caregivers have a vital role to play in their child’s education and therefore welcome and value your participation in every aspect of your child’s schooling.

This Report provides a snapshot of our activities during 2011 and details our School’s priorities for the 2012 school year.

You are most welcome to visit our school to see firsthand what Yugumbir State School has to offer you and your child.

MIKE GORDON
Principal
School progress towards its goals in 2011

Our goals in 2011 heavily focused on improvement in reading comprehension. In mid 2009 we introduced specific strategies to target these skills. Our teachers continued to focus on this in 2011, and when drilling down our data to identify the effectiveness of these strategies, we were able to identify some areas of success.

Providing a cohesive curriculum framework was another major focus in 2011. In 2010 we concentrated on a consistent format for curriculum planning, and bringing all the elements together to ensure integrity and a mutual understanding of our curriculum framework and plan for all staff members.

Continuing the integration of information and communication technology had been a major achievement in 2011. All teachers have access to IWBs, and two computer laboratories to support best practice. We have a number of teachers who are working towards completing their Pedagogical Licences and ICT certificates.

Future outlook

Continue to implement the National Curriculum, and support with appropriate resources.

Focus on 21st Century Learning with all staff up-skilled in the use of Edstudios, blogs, and student access to learning anywhere at any time.

Continue to explore strategies to improve Literacy and Numeracy.

Drilling down of targeted data to inform best practice.

Continue to promote Professional Development to support the implementation of the National Curriculum.
**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 7  
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1093</td>
<td>513</td>
<td>580</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.3</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>37</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellation of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings
The curriculum offered at our school is based on eight key learning areas (KLAs) that have been developed and implemented in Queensland state schools.

The KLAs are:
- English (National Curriculum)
- Mathematics (National Curriculum)
- Science (National Curriculum)
- Studies of Society and Environment (S.O.S.E)
- Technology
- The Arts (Including Music)
- Health and Physical Education
- Languages Other Than English (L.O.T.E). At Yugumbir students in the Years 5-7 study Indonesian.

Teachers have an understanding of the importance of embedding A&TSI perspectives into curriculum planning and activities.

Religious Education is provided by volunteers to all students in Years 2-7 as part of the curriculum. It is non-denominational and is not compulsory.

Extra curricula activities
The following extra curriculum activities are offered at our school:
Instrumental Music & Band
Choral participation
P-3 Singing Program
Active Student Council
School Chaplains
Interschool Sport
Extensive Camping Program
District Cross Country, Swimming, Football, Rugby League, Netball, Touch Football, AFL, Track and Field & Softball
Gardening / Horticultural Program
Active After School Program

How Information and Communication Technologies are used to assist learning
Every double teaching space has six computers. There are two computer laboratories in the school. All computers are linked to a curriculum/student server and have internet access. Education Queensland provides the school's internet access as well as a comprehensive monitoring system that filters all unwanted or inappropriate sites. All student and teacher work is saved to a central server via extensive cabling.
Our school at a glance

At Yugumbir, students are taught how to use a variety of programs and assessed according to their ability to use these programs in practical situations.

These software programs include those in the Microsoft Office range - Word, Excel, Publisher, PowerPoint and Front Page. In order to make the use of these programs meaningful to the students, teachers try to incorporate this software into the curriculum. This may include publishing a story using Word, presenting a research project using PowerPoint, compiling a database of friends using Access and constructing graphs in Excel from data collected.

Computer programs are also used throughout all Year levels to teach and remediate in the various Key Learning Areas (KLAs). Students are taught research skills and internet etiquette. As the school's intranet continues to develop the students will continue to take advantage of this educational opportunity.

All classrooms are equipped with IWBs.

Social climate

Yugumbir State School caters for students from many varied cultures, ability levels and backgrounds. Equal opportunities are given to all students in both their academic and extra-curricular activities. Structures are in place to ensure that the rights of everyone in the school community are respected.

Pastoral Care Activities

Lunchtime Programs every week.

Prayer meetings

Connecting school with local churches and Christian organisations e.g. R.E., Cool Choices programs, OAC Ministries, volunteers from local churches helping, SU camps, Year 7 transition program and local Youth Leaders – mentoring etc.

Chaplains Chat – weekly newsletter

Harmony day activities, ‘Chappy Week’ activities and National Day of Thanksgiving activities

Special programs that target specific needs such as the Friends for Life, Seasons for Growth, and the male/female mentoring programs. These usually run for one term during the year.

Chaplaincy week activities

Pastoral care includes:

One on one students, staff and family members

Home visits

Referrals – counsellors, charity groups (emergency housing, financial assistance, food and clothing)

Playground and in class support for students

Our community is characterised by openness, honesty and two way communication. Our positive school opinion survey results are a testament to this.

2011 School Annual Report
Parent, student and teacher satisfaction with the school

Parent, student and teacher satisfaction with the school remain positive. It is pleasing to see an improvement in the percentage of the school workforce satisfied with access to professional development opportunities.

Result 2011

| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 83% |
| Percentage of students satisfied that they are getting a good education at school | 87% |
| Percentage of parents/caregivers satisfied with their child’s school | 93% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 76% |
| Percentage of staff members satisfied with morale in the school | 89% |

DW – Data withheld

Involving parents in their child’s education

The Staff at Yugum bir welcomes the involvement of parents both with the school and their child’s education. This may take the form of help with reading groups, art afternoons, group activity rotations, and upon invitation, participation in class excursions. Each teacher will have his or her own policy on: - how many parents, when, and for what duties they are required in their classroom. If you are interested (and, most times, teachers are seeking your help), contact your child’s teacher.

Teachers are more than willing to discuss any concerns parents may have but a suitable time needs to be arranged. Before school can be a very hectic time and after school may be a time for meetings.

Each year begins with a Parent-teacher evening where information regarding classroom organisation, behaviour management and the curriculum pertaining to that year level is discussed. Parents are given the opportunity to ask questions regarding these general issues. Parent-teacher interviews are held during the last week of Term 2 before the issue of the first Semester report.

Our school website also offers helpful information to parents regarding tips on how to help students with homework, reading, maths.

Another way for parents to become involved at Yugum bir is through the P & C which meets on the third Tuesday of each month during school terms commencing at 7.00 pm. All parents are welcome to attend.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

At Yugumbir we attempt to reduce our environmental footprint by doing the following:

- School Newsletter on line to reduce the need for paper copies
- Security lights turned off at an earlier hour.
- Toilets are all waterless
- Sprinkler system closely monitored
- Monitor use of air conditioning (no reverse cycle)
- Solar Panels attached to one teaching block
- Water tanks attached to many building.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5,230</td>
<td>2,386</td>
</tr>
<tr>
<td>2010</td>
<td>154,235</td>
<td>4,439</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-97%</td>
<td>-46%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>71</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>63</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>45</td>
</tr>
<tr>
<td>Diploma</td>
<td>25</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $18,524.

The major professional development initiatives were as follows:
- Leading Learners
- ICTs in the classroom
- National Curriculum
- QCAT
- Analysing student data

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>*. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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 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.

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Each Thursday morning office staff record all student absences up to Friday of the previous week on OneSchool. Codes are made in pencil. Each week teachers receive a print out of student absences for the previous week. This print out is checked and any alterations are sent to the office so adjustments may be made.

If a student’s absence is unexplained, an ‘Unexplained Absence’ form is sent to the child’s parent/guardian. If the note is not returned the absence remains unexplained and is marked so on the roll.
Performance of our students

If a child is suspected of truanting the office can post the note to the student’s address or refer the situation to the relevant Deputy Principal. The Deputy Principal may contact the parent/guardian to ask for an explanation.

Long term truanting or unexplained absences may be referred to the relevant authorities.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Our attendance rate remains steady at 91% for Indigenous students as compared to 92% for non-Indigenous students. There was an improvement in our Year 3 Reading and Writing data from 2010-2011, with Numeracy falling slightly from 2009-2010.