Yugumbir State School
Queensland State School Reporting
2015 School Annual Report

Postal address	Vansittart Road Regents Park 4118
Phone	(07) 3380 0333
Fax	(07) 3380 0300
Email	principal@yugumbirss.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	Mr Mick Quinn.

Principal's foreword

Introduction

Welcome to the Yugumbir State School Report for 2015. This report outlines the school's key initiatives and achievements as well as providing a snapshot summary of important data and information pertaining to the school for the previous academic year. Yugumbir State School is an excellent school which maintains high standards across all areas of school life.

The learning culture at Yugumbir State School is positive, focussed and supportive, striving to support each student to reach his/her individual potential. The school recognises the vital role that parents and caregivers play in the child's development and education. Therefore parents are welcome to be participants in their child's schooling and to work in positive partnership with staff, to benefit students.

Located in the western corridor of Logan City, the school is committed to working in partnership with other schools and community organisations to benefit the families and students within the school.

The school is justly proud of its achievments and the growth made through 2015. Of note is the high quality music program within the school. This program offers opportunities to a large number of students and is highly respected and valued within the school and the local area. Students also enjoy a multitude of sporting opportunities in interschool sport and at district level. Other programs such as the horticultural program broaden the experiences of our students.

There is a high level of satisfaction shown by parents in Yugumbir State School, reflective of the excellent work and standards being achieved through the work of our dedicated staff and positive students.

This report outlines our key initiatives and achievements as well as providing a summary of important data and information pertaining to the school for the 2015 academic year.

School progress towards its goals in 2015

Yugumbir State School remains committed to an improvement agenda characterised by high expectations.

The major foci of the improvement agenda and progress made throughout 2015, are as follows:

- To improve pedagogy in **reading** across all year levels of the school, the guided reading approach was introduced as a consistent schoolwide model
- Integration of collaborative inquiry processes to support the teaching of **Mathematics**.
- A **PrepStart** program was initiated to enhance the oral language skills of students in prep, improving readiness to learn.
- The school model of **intervention** to support the range of students in every class was revised. In-class support, supplemented by individual and small group support strategies was complemented by the introduction of a coaching model to enhance pedagogy in every classroom. Booster groups were introduced to support higher achieving students.
- Establishment of a cluster approach towards supporting young children and their families, facilitated by an "**Early Years Summit**" and subsequent actions and strategies

Further, strategies regarding the following priority areas were implemented throughout the year:

- A strong approach to improve **attendance** levels, through building community support saw the attendance rate hold at 93.5%
- The **Prepped4Success** program was introduced to provide a smooth transition for families and students into prep for 2016. A focus on awareness of the school environment and readiness to learn provided successful for 80 students and their families.
- The introduction of the **Positive Behaviour for Learning** (PB4L) program initiated a common language of behaviour expectations and procedures across the school to support students in a positive way to develop skills and strategies to function well within the school environment and to engage in learning.
- Introduction of **Professional Learning Teams** to develop teacher capability to use collaborative inquiry approaches to support student learning in mathematics.
- To **develop staff capability**, a coaching program was introduced, initiating an observation and feedback culture, positively impacting on staff cohesion and performance.

Future outlook

During 2014, the school developed a three year plan to advance the school from 2015 to 2018. This collaboratively developed plan provides a blueprint for the school's growth and improvement over the next three years.

For 2016 specifically, the Annual Improvement Plan will incorporate the following key priorities:

- Implement and embed high yield **Guided Reading** strategies in all year levels
- Embed quality **literacy blocks** consistently in every classroom.
- In **numeracy**, develop scope and sequence documents and consistent planning and teaching practices in every classroom.
- Develop and implement a **problem solving** strategy to be introduced to teachers and implemented in all classrooms.
- Further development and embedding of **Professional Learning Teams** to improve collaborative inquiry, pedagogy and processes to improve student learning.
- Implement systems and processes to facilitate efficient **collection and analysis of achievement data** to inform teaching and learning for the range of students in each class.
- Engage students in reflection of their own performance and in **goal setting**, to enhance individual students' capability to accept responsibility for their own learning.
- Implement stategies to support younger students to be school ready and to develop **oral language skills** in readiness to learn.
- Implement strategies to promote and achieve maximum **attendance** by students.
- Embed the **Positive Behavior for Learning** program to enhance students' general conduct and engagement with learning.
- Embed quality practices and processes to support **students with a disability** to effectively participate in all aspects of school and to maximize their academic achievement.
- Implement strategies to support and promote every **indigenous child** to maximize his/her social, emotional and academic achievement.

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	1152	560	592	49	95%
2014	1161	567	594	61	94%
2015	1081	540	541	49	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Yugumbir State School celebrates a diverse mix of students who bring a rich tapestry of prior learning experiences to our school. Classes at Yugumbir are organised around traditional year level groups.
Approximately 4% of students identify as Indigenous whilst 85% of students were born in Australia. 10% have been identified as ESL (English as a Second Language).
As the school has an Enrolment Management Plan most of the students are drawn mainly from the suburbs of Regents Park and Heritage Park.
The school staff includes 73 classroom teachers and 32 Non-teaching staff. Of the teaching staff; 88% are female and 12 % are male and range from 24 to 60 years of age with the average age of the permanent staff being 44.
Most of the teachers have 4 years of tertiary training with three currently undertaking further study at a masters level. Teachers range from graduate teachers to teachers with up to 35 years of teaching experience.
Yugumbir State School is ranked marginally below the state average in terms of socio-economic status.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	27	26	25
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	26	81	58
Long Suspensions - 6 to 20 days	3	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

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 4-6 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 some students in Years 2-6 as part of the curriculum, depending on the availability of instructors. It is nondenominational 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
- Horticultural Program

How Information and Communication Technologies are used to improve learning

All classrooms are fitted with Interactive Whiteboards. They are designed to support learning in several ways, including raising the level of student engagement, motivating students and promoting enthusiasm for learning. Interactive Whiteboards also provide support for different learning styles and needs of students. Teachers are passionate about providing stimulating and engaging lessons. These objectives are easily achieved when using the specialised software that is provided with the devices.
The school has many software subscriptions that are used to enhance and support student learning. After direct instruction from the teacher, students are often provided opportunities to practise new skills through use of specific software. This software is also usually available from home computers which also allow students to cement their understanding of skills and concepts through independent work. Some of the software subscriptions include Schoolbo Aussie, Reading Eggs and Ideal Resources.
Yugumbir State School prides itself on providing many modes and mediums for effective communication with parents and the community. Through the use of Information and Communication Technologies, this is achieved via our School Website, Facebook Page, and our School App. Many events, information and celebrations are shared via these formal and informal modes. Every double teaching space has at least six computers. There is also a computer laboratory in the school library. 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.
The school has put aside some funding to upgrade the wireless access across the entire school (anticipated in 2016) to build our capacity to roll out other devices in classrooms.

Social Climate

Yugumbir State School has made a commitment to implementing the Positive Behaviour for Learning Framework. The school is committed to providing a safe, respectful and disciplined learning environment for students. This is achieved through a consistent universal approach, including:

- a specific focus on teaching students expectations and standards for acceptable behaviour
- rewarding and acknowledging students who follow the school's rules
- ensuring staff are skilled in behaviour and classroom management through further professional development

The school also 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 includes:

- Individualised support for students, families and staff
- Home visits
- Referrals – counsellors, charity groups (emergency housing, financial assistance, food and clothing)
- Playground and in class support for students

A guidance officer and chaplain support students and families towards effective participation in the life of the school.

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)	96%	93%	93%
this is a good school (S2035)	100%	97%	91%
their child likes being at this school (S2001)	100%	100%	95%
their child feels safe at this school (S2002)	100%	97%	95%
their child's learning needs are being met at this school (S2003)	96%	90%	91%
their child is making good progress at this school (S2004)	92%	92%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	90%	95%
teachers at this school motivate their child to learn (S2007)	96%	92%	95%
teachers at this school treat students fairly (S2008)	96%	90%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	98%
this school works with them to support their child's learning (S2010)	92%	98%	93%
this school takes parents' opinions seriously (S2011)	92%	93%	91%
student behaviour is well managed at this school (S2012)	92%	92%	93%
this school looks for ways to improve (S2013)	100%	98%	95%
this school is well maintained (S2014)	100%	93%	84%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	96%	100%
they like being at their school (S2036)	99%	93%	94%
they feel safe at their school (S2037)	98%	98%	95%
their teachers motivate them to learn (S2038)	99%	96%	94%
their teachers expect them to do their best (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	94%	93%
teachers treat students fairly at their school (S2041)	94%	94%	91%
they can talk to their teachers about their concerns (S2042)	90%	88%	88%
their school takes students' opinions seriously (S2043)	91%	89%	88%
student behaviour is well managed at their school (S2044)	93%	88%	83%
their school looks for ways to improve (S2045)	99%	98%	95%
their school is well maintained (S2046)	98%	93%	95%
their school gives them opportunities to do interesting things (S2047)	97%	95%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	91%
they feel that their school is a safe place in which to work (S2070)	100%	99%	96%
they receive useful feedback about their work at their school (S2071)	91%	90%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	98%	94%
student behaviour is well managed at their school (S2074)	93%	93%	85%
staff are well supported at their school (S2075)	91%	90%	81%
their school takes staff opinions seriously (S2076)	93%	90%	77%
their school looks for ways to improve (S2077)	100%	99%	96%
their school is well maintained (S2078)	98%	91%	91%
their school gives them opportunities to do interesting things (S2079)	93%	93%	91%

# '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

The staff and parent community work in partnership to enhance the school climate for all children. Teachers encourage parents to communicate openly and contribute to the positive tone that pervades the school. Teachers are more than willing to discuss any concerns parents may have at a suitable time. that needs to be arranged in advance. The school encourages a high level of 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 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 towards the end term 1 and in term 3 to discuss children's progress. An interim behaviour report is sent to parents at the end of term 1. Student progress reports are sent home at the end of Semester 1 and 2.

Parents are encouraged to be participants in their child's learning. On a needs basis, students are specifically supported through the development of individual plans and adjustments, which are formulated through a process of discussion between staff and parents.

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

The P&C works tirelessly with school staff to provide support to the school in the form of advice to the principal and both physical and human resources. Parents can become involved at Yugumbir State School 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 the 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
- Energy efficient lighting, with security lights turned off at an earlier hour
- Sprinkler system closely monitored
- Monitor use of air conditioning (no reverse cycle)
- Solar Panels attached to one teaching block
- Water is captured in tanks to conserve water usage
- Student Council initiated recycling program
- Use of technology devices to reduce paper usage

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	186,283	4,745
2013-2014	187,677	6,397
2014-2015	204,221	9,717

*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.

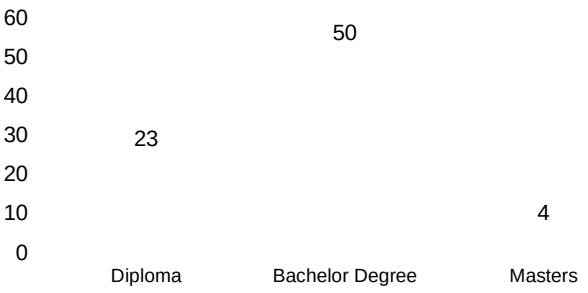
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	77	42	<5
Full-time equivalents	68	27	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	23
Bachelor Degree	50
Masters	4
Total	**77**



*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 $92 961.

The major professional development initiatives are as follows:

Curriculum – “Building Culture of Success”

English – Writing, reciprocal teaching, Guided Reading, Strive and Words Their Way.

Moderation processes

Positive Behaviour for Learning

Professional Learning Teams

Technology Skills and Understanding

Supporting Autistic Spectrum Disorder students

First Aid and CPR

Supporting beginning teachers through the Mentoring Beginning Teachers Program.

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.	96%	96%	95%

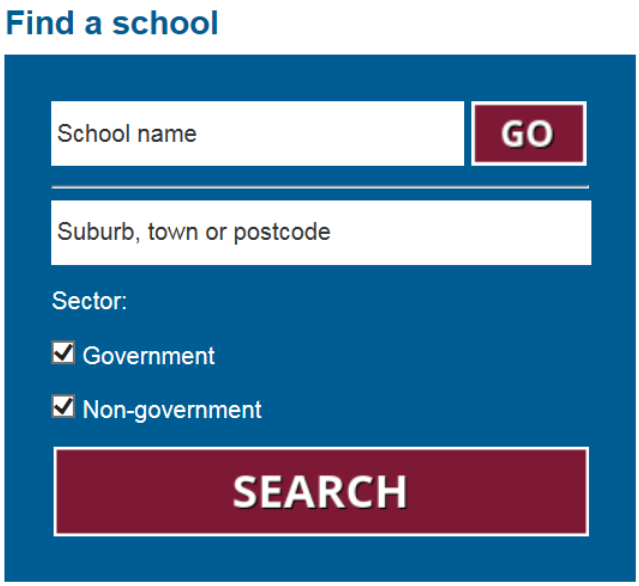
Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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.**



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).	92%	91%	91%

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%.

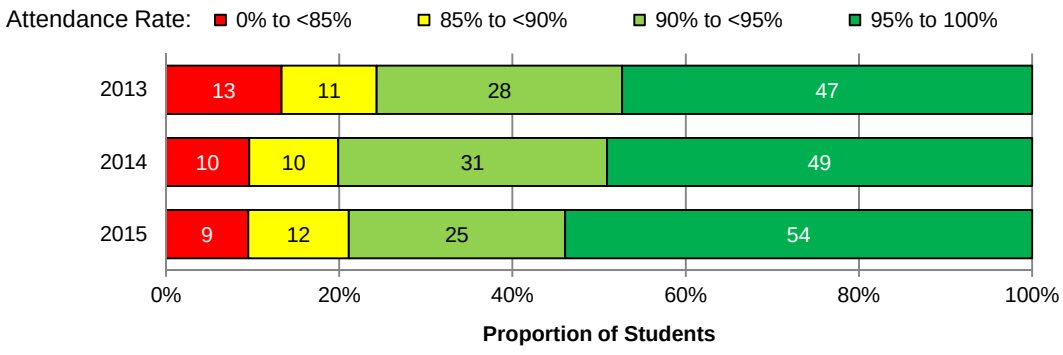
Student attendance rate for each year level (shown as a percentage)

	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	93%	93%	92%	93%	92%	94%	92%	92%					
2014	93%	93%	94%	93%	95%	94%	93%	93%					
2015	93%	93%	94%	94%	93%	95%	93%						

*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.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

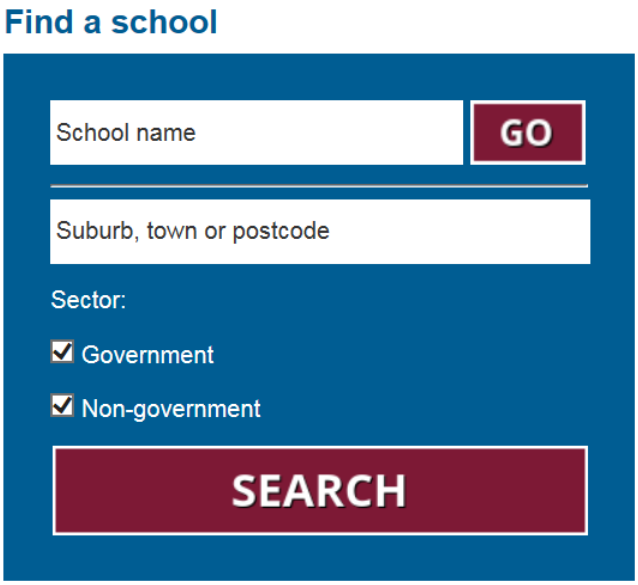
Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the 2ND break. Children who arrive after school has commenced (9.00am) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded. If a student is to be absent from school parents to notify the school via a written note, email or the office phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported.
A regular review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.
Our school very much supports the Every Day Counts initiative by the Department of Education and Training:

- The importance of attendance is publicised in the weekly newsletter.
- Maintain dialogue with Classroom teachers so “attendance and unexplained absences” remain an issue of importance.
- Recognise once per term those students who have had 100% attendance for the term.
- Students with less than 85% attendance are placed on an attendance plan.

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.**



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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.