



Yugumbir State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Yugumbir State School has been proudly serving the community of Regents Park since 1986, focusing on the needs of individual students and emphasising enhanced student outcomes by providing a warm, caring environment with strong links between our school and the local community. In 2009, six Prep classes entered our school in our high-quality, well-appointed and well-resourced prep classrooms. Our Prep to Year 6 curriculum is based on the Australian Curriculum, with the inclusion of gifted and talented, intervention and special learning needs support programs. Our pre-eminent focus is on literacy and numeracy with strong programs in the areas of Music and Physical Education. Our chaplain is an integral part of our school community, appropriately addressing the religious, spiritual and/or ethical needs of our students as required. We have proactive social skills and anti-bullying programs at our school. The value of the parental role is recognised at Yugumbir State School where our parents are actively involved in the school in many ways and, with our Parents and Citizens Association, provide assistance, advice and resources critical to our success.

Principal's Forward

Introduction

Welcome to the Yugumbir State School Report for 2016. 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 achievements and the growth attained through 2016. 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 2016 academic year.

School Progress towards its goals in 2016

Yugumbir State School remains committed to an improvement agenda characterised by high expectations. The school's responsibility to maximise the personal development and academic achievement of every student is paramount.

The major foci of the improvement agenda and progress made throughout 2016, are as follows:

- Improve pedagogy in **reading** across all year levels of the school. Embedding the guided reading approach across all year levels, implemented consistently within the school framework. A considerable amount of work began developing and implementing strategies to improve achievement of higher achieving readers.
- Integration of collaborative inquiry processes to support the teaching of **Mathematics**, facilitated by Professional Learning Teams of year level teachers. WIN (What I Need) lessons were introduced twice weekly to differentiate instruction for students in key areas of Maths, in conjunction with the inquiry process.
- Implementing processes to gather, secure and analyse **student achievement data** to monitor student achievement and improvement as well as to inform further targeted teaching.
- Implementing a broad program to support in the **Early Years**. This program included a **PrepStart** program to enhance the oral language skills of students in prep, a **Pre-Prep** program supporting prospective 2017 prep students and strong exchanges with local childcare centres.
- The school model of **intervention** to support the range of students in every class is facilitated by differentiated in-class support by teachers and teacher aides, 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 continued to support higher achieving students in reading.

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

- A focussed approach to improve **attendance** levels, through building community support saw the attendance rate hold at 93%
- The introduction of the **Positive Behaviour for Learning** (PB4L) program in 2015 further embedded 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. A schoolwide "vivo" system was introduced.
- Continued **ICT** growth and integration into learning. Laptops and iPads are increasingly being used to support student learning. Two iPad classes were initiated this year.
- **Teacher capability** was further enhanced through purposeful processes to develop collaborative planning and a coaching program was refined, embedding an observation and feedback culture, positively impacting on staff cohesion and performance.
- Processes are in place to monitor the achievement of **indigenous students** across the school and to promote **indigenous culture** and understanding.

A review of school programs was undertaken to ensure the school has strong foundations in place to support continued growth in teaching and learning.

Future Outlook

Teaching and Learning

The school is striving to build clarity and structure to teaching and learning through quality school curriculum programs, effective teaching, establishing high levels of teacher collaboration, consistent implementation across classes/year levels (vertical and horizontal) and alignment of learning content & skills.

Key strategies to achieve this are:

- Implement an **Explicit teaching model** as a foundation strategy across the whole school, to be implemented consistently to suit need.
- Embed **guided reading** progress from 2016, striving for greater depth of comprehension, particularly with capable readers.
- Embed progress in **Numeracy** – develop potential of scope & sequence chart; sustain existing growth regarding PLT's and WIN, facilitating differentiated teaching and explicit teaching of concepts.
- Introduce a researched, school based approach towards teaching **Writing** incorporating a focus on basic skills and processes of writing balanced with the C2C focus on genre.
- Introduce a new **Spelling** approach for Year 3 to 6, to be implemented consistently across all classes/year levels.
- Rejuvenate a specific **Phonics** program in Prep to Year 2, providing clarity regarding the expectations for teaching phonics consistently across all classes/year levels.
- Increase the focus on **handwriting** and tidy bookwork.
- A "**Teaching & Learning Schedule**" be developed across each term to synchronise teaching and learning cycles and critical "Ways of Working".
- **Professional development** and support for teachers be provided to implement the above.

Ways of Working

Develop "Ways of Working" that support teacher development and collaboration between teachers, adding significant value to teaching quality and consistent practices across year levels, building a positive teaching/learning culture within the school.

Some "Ways of Working" will include shared/collaborative planning of units, differentiated instruction (within and across classes), common assessment tasks, moderation processes, recording and analysis of achievement data and scheduled assessment processes.

The above will be supported through existing Professional Learning Teams inquiry cycles, WIN (What I need) differentiated instruction in maths, a coaching program and quality instructional leadership building an observation & feedback culture.

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 | 1161 | 567 | 594 | 61 | 94% |
| 2015* | 1081 | 540 | 541 | 49 | 95% |
| 2016 | 1137 | 578 | 559 | 65 | 97% |

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

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 76 classroom teachers and specialists, full and part time and 32 Non-teaching staff. Of the teaching staff; 88% are female and 12 % are male and range from 24 to 63 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 below the state average in terms of socio-economic status.

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 | 22 | 25 | 24 |
| Year 4 – Year 7 | 26 | 26 | 26 |
| 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

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 & 3 as part of the curriculum, depending on the availability of instructors. 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
- Horticultural Program

How Information and Communication Technologies are used to Assist Learning

All classrooms are fitted with Interactive Whiteboards. They are designed to support learning in several ways, impacting positively on learning by raising the level of student engagement, motivating students and promoting enthusiasm for learning.

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 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 options 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 Q Schools and Q parent. 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 upgraded the wireless access across the entire school to build our capacity to roll out other devices in classrooms.

In 2016, the school introduced three iPad classes in Year 5 with iPads purchased by parents. This initiative will guide further development in this area into the future.

Social Climate

Overview

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

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

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 96% | 100% | 93% |
| they like being at their school* (S2036) | 93% | 94% | 94% |
| they feel safe at their school* (S2037) | 98% | 95% | 89% |
| their teachers motivate them to learn* (S2038) | 96% | 94% | 91% |
| their teachers expect them to do their best* (S2039) | 98% | 99% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 93% | 93% |
| teachers treat students fairly at their school* (S2041) | 94% | 91% | 87% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 88% | 90% |
| their school takes students' opinions seriously* (S2043) | 89% | 88% | 85% |
| student behaviour is well managed at their school* (S2044) | 88% | 83% | 78% |
| their school looks for ways to improve* (S2045) | 98% | 95% | 98% |
| their school is well maintained* (S2046) | 93% | 95% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 96% | 93% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 98% | 91% | 90% |
| they feel that their school is a safe place in which to work (S2070) | 99% | 96% | 95% |
| they receive useful feedback about their work at their school (S2071) | 90% | 87% | 81% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 87% | 88% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 98% | 94% | 92% |
| student behaviour is well managed at their school (S2074) | 93% | 85% | 92% |
| staff are well supported at their school (S2075) | 90% | 81% | 80% |
| their school takes staff opinions seriously (S2076) | 90% | 77% | 79% |
| their school looks for ways to improve (S2077) | 99% | 96% | 98% |
| their school is well maintained (S2078) | 91% | 91% | 90% |
| their school gives them opportunities to do interesting things (S2079) | 93% | 91% | 90% |

* 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

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. Appointments are encouraged 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 early in term 2 and in term 4 to discuss children's progress. An interim behaviour report is sent to parents at the end of term 1. Student progress reports are provided 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.

Respectful relationships programs

The school's Responsible Behaviour Plan is the overarching policy document outlining school expectations of students. The plan promotes a positive approach and this is implemented consistently across the school, using proactive and preventative strategies, positive reinforcement and consequences where appropriate. The school strongly strives to educate students about bullying and stands strongly against bullying in any shape or form. The "High Five" is used extensively to equip students with strategies to counter bullying and other issues.

The Positive Behaviour for Learning (PBL) Program works with all staff and students to foster consistent approaches to be implemented across the school. Support for staff, implementation of the "rule of the week", collation & analysis of data, decision making on current foci and implementation of schoolwide reward systems, are led by the PBL committee.

A Special Needs process is in place for teachers to refer students who are experiencing difficulty. This process provides an opportunity for students having difficulty to be considered by an expert team of professionals. Decisions are made as to the most appropriate strategy to support each child.

The school supports an excellent chaplaincy program. The chaplain is available to support students, families and staff. This program is progressing to full time in 2017.

The "Good Start" program supports students of Polynesian background, to develop positive attitudes towards health and wellbeing, on a weekly basis.

Each year, Year 6 students participate in the Life Education course, promoting understanding and positive attitudes towards personal growth and development.

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 | 81 | 58 | 36 |
| 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

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). Newly installed airconditioners are centrally managed to ensure efficiency in usage.

- Solar Panels are 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 |
| 2013-2014 | 187,677 | 6,397 |
| 2014-2015 | 204,221 | 9,717 |
| 2015-2016 | 206,413 | 8,145 |

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 | 76 | 42 | <5 |
| Full-time Equivalent | 70 | 29 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 4 |
| Graduate Diploma etc.** | |
| Bachelor degree | 53 |
| Diploma | 20 |
| Certificate | |

*Teaching staff includes School Leaders

**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 2016 were \$90 817.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

The major professional development initiatives are as follows:

- Curriculum – “Building a Culture of Success”
- Regional Principal’s Conferences
- Deputy Principal Core Business days
- English – Guided Reading, Strive and Words Their Way.
- English – Reading – Upper Two Bands workshops
- Data Analysis processes and Moderation processes
- Positive Behaviour for Learning
- Professional Learning Teams – Cycles of Inquiry
- 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 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% | 95% |

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 2016.

Performance of Our Students

Key Student Outcomes

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% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 91% | 91% | 93% |

*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%.

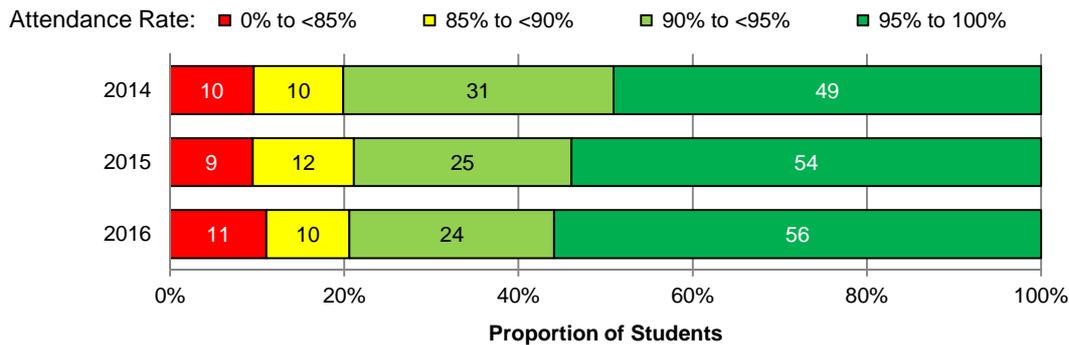
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8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

*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.

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.

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.

Find a school

School name

Suburb, town or postcode

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 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

Yugumbir State School is a school which has a very positive reputation in the local and wider community. It is a place where students are cared for, comfortable, valued and supported and challenged to learn.

The school is undertaking a rigorous plan to replenish its fundamental programs and enhance teaching quality as a platform for achieving higher educational outcomes for every student.

Our school is appreciative of the excellent level of support provided by our parents and the wider community, throughout 2016.