Yugumbir State School

ANNUAL REPORT
2017

Queensland State School Reporting

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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. Our Prep to Year 6 curriculum is based on the Australian Curriculum, with the inclusion of gifted and talented, intervention and special education 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 are a Positive Behaviour for Learning school, with proactive social skills, values education and anti-bullying programs. 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 Foreword

Introduction

All Queensland schools annually publish meaningful information for parents and caregivers about student and school performance. Each year Yugumbir State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *MySchool* website. The 2017 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

School Progress towards its goals in 2017

At Yugumbir State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

Our ongoing engagement in **School Wide Positive Behaviour for Learning** (SW-PBL) continues to be paramount in establishing high standards and expectations of student behaviour, so Yugumbir parents and carers can be

confident that our students are learning in a safe and disciplined environment, where teachers can get on with teaching. In 2017 the connection to our 'SOAR' expectations began to pervade all facets of school life at Yugumbir State School, and sees students aspire to the highest standards of being ….

Safe

Outstanding Learners

Always Respectful

Responsible

Progress against our improvement priorities reflected in the 2017 Annual Implementation Plan (AIP) is outlined below…..

STRATEGY	
Develop consistent whole school approach around small group differentiated guided reading	
ACTIONS	**PROGRESS**
Literacy Coaches working with new and beginning teachers to ensure consistent processes when teaching guided reading.	Complete
Small group differentiated guided reading planner used for all guided reading episodes	Complete
Leadership team monitor progress and provide individualised feedback to teachers after observations of guided reading lessons	Ongoing
Deputy Principal's guide teachers through data analysis in regards to individual reading levels and behaviours	Ongoing

STRATEGY	
Build teacher capacity in the differentiation and teaching of Mathematics	
ACTIONS	**PROGRESS**
Professional Learning Teams (PLT) meet every week in 5 week cycles to analyse formative assessment and pedagogical approaches	Complete
PLT facilitators guide teachers through the SER PLT process to ensure consistent practices and rigour.	Complete
Formative data is used to inform student groupings across every year level, both vertically and horizontally to meet student needs (extension and intervention)	Ongoing
Year level teachers meet collaboratively to design common formative assessment tasks and modelled responses to build knowledge and understanding of the AC: Mathematics, including all four proficiency strands	Ongoing
Mathematics coach leads whole school professional learning episodes to continue to develop and refine the YSS Reasoning Framework of LASER.	Ongoing
SER PEA:AC (Mathematics) was employed as a critical friend to provide professional learning, liaise with Mathematics coach, and provide feedback around the development of school wide documentation and processes	Complete

STRATEGY	
Enhance the oral language skills of our Early Years students	
ACTIONS	**PROGRESS**
Early Years teacher aides and teachers trained in the explicit implementation of PrepStart, a program created by the SER Speech Pathologists aimed at developing oral language skills of Early Years students.	Complete
Pre-Prep Community Liaison Officer employed to facilitate Pre-Prep educational programs for Pre-Prep students and their families, with a heavy focus on oral language and school readiness.	Complete
Teacher aides prioritised in the Early Years to ensure PrepStart is facilitated each day in each Prep classroom.	Complete
CLO and DP (Early Years) build strong partnerships with Early Years Childcare Centres through invitation to Pre-Prep programming and school events	Complete

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Future Outlook

In 2018 and beyond we will continue do whatever it takes and embed a sharp and narrow explicit improvement agenda that will lay the foundation to enable us to continue to produce excellent learning outcomes for our students. In April, 2018 Yugumbir State School took part in a Full School Review with the Department of Education's School Improvement Unit. The key findings and improvement strategies from the review process will form the basis of Yugumbir State School's Strategic Plan 2019 to 2022.

2018 Key Priorities	School Improvement Strategies
Improvement Lever 1: Improving student engagement and achievement in Reading by teaching 'Reading the Yugumbir Way'.	• Teach 'Reading the Yugumbir Way' • Use Data to Inform Teaching • Embed a Coaching and Feedback Culture through Instructional Leadership • Closing the Gap for Aboriginal and Torres Strait Islander students
Improvement Lever 2: Enhancing all teachers' knowledge, understanding and pedagogical practices in teaching the Australian Curriculum (AC) Mathematics.	• Systematic Curriculum Delivery: Building staff understanding, knowledge and pedagogical capacity • Moderation practices and Partnerships in learning • Alignment of A – E (Mathematics) achievement and 2018 NAPLAN
The Pre-Conditions for Improvement: SOARing at Yugumbir State School by embedding a culture that promotes learning.	• Consistent Delivery of SW-PBL Framework • Every day counts at Yugumbir SS! • The Leadership Challenge – Defining our Trademark!

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1081	540	541	49	95%
2016	1137	578	559	65	97%
2017	1101	550	551	68	96%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
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. As the school has an Enrolment Management Plan most of the students are drawn mainly from the suburbs of Regents Park and Heritage Park. Yugumbir State School celebrates a diverse mix of students who bring a rich tapestry of prior learning experiences to our school. Approximately 6.0% of students identify as Aboriginal or Torres Strait Islander and 3.0% have been identified as ESL (English as a Second Language). The school also caters for a range of students with disabilities, predominately students with either an Intellectual Impairment or Asperger's Syndrome. Yugumbir's population of students with disabilities reflects approximately 7.0% of the total school enrolment. In 2017 over 90.0% of Year 6 students at Yugumbir State School proudly attended State High Schools within the local district. Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed and currently experiences a very good reputation.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	23
Year 4 – Year 6	26	26	27
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery

At Yugumbir State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. Our units of work are adjusted and adapted from Curriculum into the Classroom (C2C) units and resource bank. The curriculum programs are supported by the Curriculum Leadership team, which includes the Principal, Deputy Principals, Head of Teaching and Learning, HOSES and Coaches. We are currently working across Prep to Year 6 in the transition to the Australian Curriculum - Version 8.0.

In 2017, students in Prep to Year 6 participated in WIN ('What I Need') time, for 2 lessons per week. WIN time is supported by our school's PLT (Professional Learning Team) program. Each of the five WIN cycles includes a pre and post-test, where students are banded into flexible ability-based groupings. Within WIN lessons, students are exposed to differentiated instruction at a level appropriate to 'fill in the gaps' for students who are below year level expectations, and extend students who are achieving above year level expectations. At the end of each WIN cycle, the pre and post-test data is collated, in order to calculate the impact on students' knowledge and understanding.

English, (specifically reading) continued to be a school priority during 2017. Students participate in differentiated literacy blocks four days per week. Literacy block activities follow a whole-part-whole format. Teachers use a 'guided reading planner' template for planning guided reading sessions, which is based on the Beverly Tyner model of guided reading. Coaches support teachers to plan, facilitate and reflect on literacy block activities. 'Rigorous Reading' (Upper Two Band reading) is a South East Regional priority, which was also implemented at Yugumbir State School throughout 2017.

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. Programs for students with disabilities are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's learning needs. A range of support measures for students with disabilities includes: SEP classes, in-class support or a combination of both. Differentiated Learning Plans and Individual Curriculum Plans are developed to meet student needs across the school specifically focused on English and Mathematics.

Year 4, 5 and 6 students participate in a Languages Other than English (LOTE) program, where they study Indonesian. Pre-prep and pre-school aged children from the local community participate in playgroup and the 'PREPped 4 Success' program, supported by our Community Liaison Officer (CLO) and local childcare centres.

Teachers have an understanding of the importance of embedding Aboriginal and Torres Strait Islander (ATSI) perspectives into curriculum planning and activities. Our Community Liaison Officer and selected teacher's aides work with our ATSI children closely. As a school, we participate in NAIDOC week, and classes utilise the 'Yarning Circle'. We incorporate the Australian National Anthem, sung in the 'Yugumbeh' language into our parades and assemblies.

Religious Education is provided by volunteers to some students in Years 2 and 3 as part of the curriculum, depending on the availability of instructors. It is nondenominational and is not compulsory.

Co-curricular Activities

The following extra curriculum activities are offered at our school:

- Instrumental Music, three Concert Bands & Rock Band
- Choir participation – Junior (Year 1 to 3) and Senior (Year 4 to 6)
- An active Student Council
- School Chaplaincy
- Interschool Sport
- Extensive Camping Program - Years 2 to 6
- District Cross Country, Swimming, Football, Rugby League, Netball, Touch Football, AFL, Track and Field and Softball
- Horticultural program
- Pre-Prep, Prepped 4 Success transition program
- Stay 'n Play Playgroup
- Participants in Cluster Days of Excellence; Mathematics, Writing, Environmental Studies, General Knowledge, Speaker's Cup and Reader's Cup
- Participants in ICAS competitions
- NAIDOC parade and activity day
- ANZAC Parade and participation in the Greenbank RSL ANZAC march.

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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.

The school has a range of software subscriptions used to enhance and support student learning. After direct instruction from the teacher, students are provided opportunities to practise new skills through use of specific software. This software is also usually available from home computers which allows students to further consolidate their understanding of skills and concepts learned at school, through independent work. Some of the software subscriptions include: Schoolbo, Reading Eggs and Maths Online.

Every double teaching space in Prep to Year 3 has at least six desktop computers, and every double teaching space in Years 4 to 6 has access to a bank of 12 laptop computers. There is also a computer laboratory in the school library with 26 computers, and an additional bank of 16 laptops available to borrow from the library for Years 4 to 6 classes. There are six banks of iPads (10) that are also available to be shared among each year level from Prep to Year 5.

Our iC2L (iConnect 2 Learning) program, which is a 1:1 iPad program expanded from three Year 5 classes in 2016; to three Year 6, and three Year 5 classes in 2017. The iC2L program involves the school funding the outright purchase of the required number of iPads for the number of students to be enrolled in the program. Through a payment schedule over the time enrolled in the iC2L program, families pay back the cost of the device to the school. Ownership of the iPad remains with the school, until at the end of Year 6 (or the end of the student's enrolment), when it is then transferred to the student, upon payment of a nominal fee.

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. Our IT technician monitors internet usage for students, and reports back suspicious activity to the principal. We have developed a school-wide SOAR with eSmart framework, based on the 5Ps of Online Safety, which is displayed in classrooms and in the computer lab. Students in Year 4 and 5 also participate in Health units that focus on 'Staying Safe Online'.

Social Climate

Overview

Yugumbir State School has made a commitment to implementing the Positive Behaviour for Learning (PBL) framework and therefore we are proactive in acknowledging positive and productive student behaviours. The school is committed to providing a safe, respectful and disciplined learning environment for all students. This is achieved through a consistent universal approach, including:

- a specific focus on teaching student expectations and standards for acceptable behaviour from a matrix, providing a Slide Show and Lesson Plans for the Rule of the Fortnight developed by the PBL team
- rewarding and acknowledging students who follow the school's expectations via a school wide rewards system, VIVO Rewards, Student of the Week Awards & Postcards
- ensuring staff are skilled in behaviour and classroom management strategies

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. The Student Special Needs Committee meets weekly to process referrals for Academic, Social, Speech, Behavioural or other concerns and to action or advise appropriate interventions. Structures are in place to ensure that the rights of everyone in the school community are respected.

Pastoral care offerings include:
- Individualised support for students, families and staff
- Home visits
- SNAC team
- Referrals – counsellors, charity groups (emergency housing, financial assistance, food and clothing)
- Playground and in class support for students

A Guidance Officer, Chaplain and Community Liaison Officer support students and families towards effective participation in the life of the school. At Yugumbir State School, we believe that while a child's individual circumstances need to be considered, so too do the rights of other children to engage in learning and feel safe in the playground.

Yugumbir State School is committed to providing a safe and supportive environment for our students. Our school expectations; Safe, Outstanding Learner, Always Responsible and Respectful form the acronym **SOAR**. This message is conveyed to our students through the Positive Behaviour for Learning (PBL) and school-wide rewards system framework which is embedded across our school. One-School behaviour data is collated fortnightly and used to choose a focus "rule" for the fortnight. This rule is chosen from our behaviour matrix that was formed with

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collaboration from all staff. The Matrix clearly communicates the expectations across a number of learning contexts and school areas. This is used by staff to teach students and communicate with families what these expectations look like on a daily basis. The explicit teaching of behaviour expectations is a deliberate proactive approach to ensure everyone is clear on how we interact and function as a healthy, supportive and caring learning community.

Yugumbir State School supports students with specific learning, social-emotional and behavioural needs through our Student Services Team (SST). This team is comprised of a Deputy Principal, Guidance Officer, Behaviour Advisory Teacher, Head of Special Education (HOSES), School Chaplain and Teaching and Learning Coach. A case manager is allocated and strategies put in place, in collaboration with the class teacher, to support the student, family and teacher.

Parent, Student and Staff Satisfaction

Annually, Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. In 2017 all families had the opportunity to participate in the survey process. The overall level of satisfaction by the school community in the performance of our school is high to very high in all areas.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	95%	94%
this is a good school (S2035)	91%	97%	96%
their child likes being at this school* (S2001)	95%	97%	96%
their child feels safe at this school* (S2002)	95%	100%	99%
their child's learning needs are being met at this school* (S2003)	91%	93%	94%
their child is making good progress at this school* (S2004)	91%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	93%
teachers at this school motivate their child to learn* (S2007)	95%	95%	94%
teachers at this school treat students fairly* (S2008)	91%	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	96%
this school works with them to support their child's learning* (S2010)	93%	90%	97%
this school takes parents' opinions seriously* (S2011)	91%	91%	89%
student behaviour is well managed at this school* (S2012)	93%	95%	91%
this school looks for ways to improve* (S2013)	95%	95%	96%
this school is well maintained* (S2014)	84%	92%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	93%	98%
they like being at their school* (S2036)	94%	94%	93%
they feel safe at their school* (S2037)	95%	89%	94%
their teachers motivate them to learn* (S2038)	94%	91%	96%
their teachers expect them to do their best* (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	92%
teachers treat students fairly at their school* (S2041)	91%	87%	93%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	88%	90%	86%
their school takes students' opinions seriously* (S2043)	88%	85%	90%
student behaviour is well managed at their school* (S2044)	83%	78%	78%
their school looks for ways to improve* (S2045)	95%	98%	96%
their school is well maintained* (S2046)	95%	93%	87%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	91%	90%	96%
they feel that their school is a safe place in which to work (S2070)	96%	95%	99%
they receive useful feedback about their work at their school (S2071)	87%	81%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	94%	92%	91%
student behaviour is well managed at their school (S2074)	85%	92%	71%
staff are well supported at their school (S2075)	81%	80%	86%
their school takes staff opinions seriously (S2076)	77%	79%	83%
their school looks for ways to improve (S2077)	96%	98%	96%
their school is well maintained (S2078)	91%	90%	93%
their school gives them opportunities to do interesting things (S2079)	91%	90%	91%

* 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

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that suits them best. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association. Yugumbir's energetic P&C Association works cooperatively within the whole school and supports the operation of a Tuckshop and Uniform Shop.

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. The P&C conducts a number of events during the year; Discos, Mother's and Father's Day Stall, all of which are strongly supported by School Staff.

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.

Each year begins with Parent - Teacher evenings, where information regarding classroom organisation, PBL 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 3 and offered at the end of Term 4 to discuss children's progress. An interim behaviour report is sent to parents at the end of Term 1 and parents are offered an interview at this time as well. Student progress reports are provided at the end of Semester 1 and 2.

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The school website, weekly newsletter and term year level newsletters all offer helpful information to parents regarding tips on how to help students with homework, Reading, Mathematics and parenting. Two whole school parades are held each term. A Year Level presents at each parade and parents are invited to these parades. The parades are a celebration of student work and achievements and an opportunity to reinforce our school values and SOAR expectations.

Respectful relationships programs

The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Yugumbir State School will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and will be delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

A variety of programs are offered year round to support students and families. These are facilitated by school staff as well as relevant external agencies. Some of these programs include: YMCA breakfast club, Good Start program, Life Education, Zones of Regulation, Star Fish and PCYC programs on resilience, confidence and perseverance and a school horticulture program that offers targeted students an opportunity to engage an outdoor practical program to enhance engagement in school. These programs promote respectful and healthy relationships, personal safety, health and wellbeing, identifying and responding to abuse and violence which are all developing students' knowledge and skills to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	58	36	39
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2017 the school continued to adopt many sustainable initiatives. Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities. The school's Workplace Health and Safety Officer and Business Services Manager regularly monitor water usage in key areas including toilets and irrigation. At Yugumbir we attempt to reduce our environmental footprint by incorporating the following initiatives:

- 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 air conditioners are centrally managed to ensure efficiency in usage
- 12 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**
2014-2015	204,221	9,717
2015-2016	206,413	8,145
2016-2017	238,433	15,754

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.
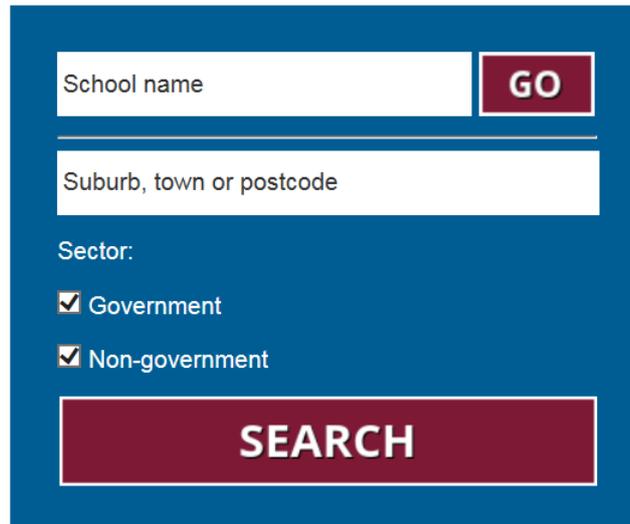
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School Funding

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.**

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	75	42	<5
Full-time Equivalents	70	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	52
Diploma	19
Certificate	0

*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 2017 were $113,555.00

The major professional development initiatives are as follows:

- English – Reading – Upper Two Band workshops, Reading Comprehension Strategies
- Literacy – The Six Traits of Writing, Letter land, Reading Strategies
- Numeracy – Numeracy Enhancing Additive Thinking.
- Early Years Learning
- Curriculum – Humanities and Social Sciences
- Positive Behaviour for Learning
- Technology Skills and Understanding
- Data Analysis and Moderation Processes
- Supporting students with Special Needs – Dyslexia
- First Aid and CPR
- Principal / Deputy Principal Core Business days
- Supporting beginning teachers through the Mentoring Beginning Teachers Program
- Essential Skills for Classroom Management
- Developing an Effective Writing Program

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	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.

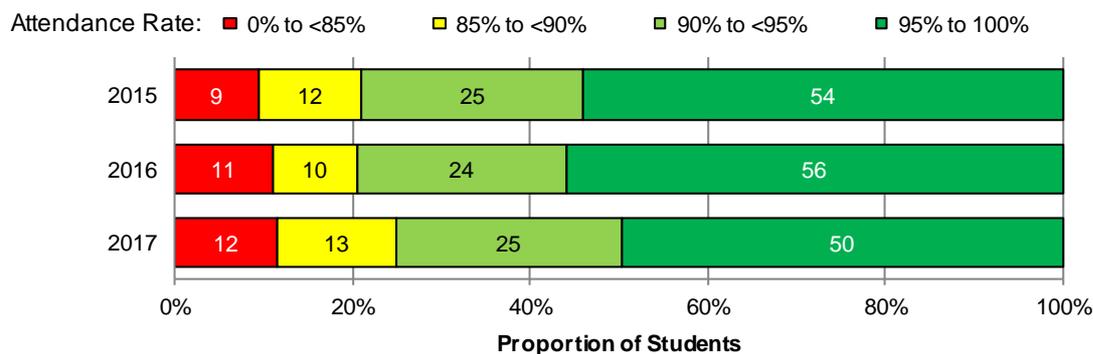The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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**
2015	93%	93%	94%	94%	93%	95%	93%						
2016	93%	93%	93%	94%	94%	93%	94%	100%					
2017	93%	93%	92%	93%	94%	93%	93%						

*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.

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Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	9	12	25	54
2016	11	10	24	56
2017	12	13	25	50

Proportion of Students (0% – 100%)

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Yugumbir State School high rates of attendance is considered to be of great importance. Yugumbir State School parents are asked to notify the school of their child's absence on or prior to the day of absence. This can be done via phone or by letter to the teacher. Class rolls are marked twice a day by teachers. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education.

Late arrivals and early departures are monitored and recorded in the OneSchool management system. Explained absences are recorded in the OneSchool management system daily and a text message is sent to families of students with unexplained absence requesting a suitable explanation. Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called for an explanation and are given the information regarding the requirements of compulsory participation.

Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Enforcement of Attendance occurs when all efforts from the school are unsuccessful.
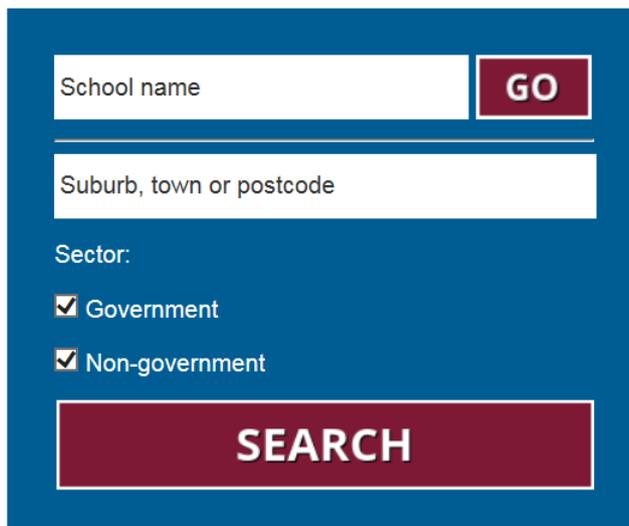
The schools endeavours to work with parents to ensure that 'Every Day Counts' at Yugumbir State School. Regular information is put in the newsletter on the website and on the Facebook page about the importance of attending school.

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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 | GO |
| Suburb, town or postcode | |

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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