Yuleba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	15 Perry Street Yuleba 4427
Phone	(07) 4623 5100
Fax	(07) 4623 5321
Email	principal@yulebass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Rebecca Boldorac

School overview

Yuleba State School is a small rural school situated 65km east of Roma with a proud history of providing quality education to encourage life long learning supported by our mission for 'Learning for Life'. There are currently 11 enrolments from prep to year 6. The school offers two multi-age classroom as well as a kindy with four students. We pride ourselves on providing a learning enviroment that is safe and engaging, emphasised by our high expectations of student behaviour and student's achieving the best that they can.

Our school forms part of the Roma District and Darling Downs South West Region. We work colllaboratively with the other schools in our cluster to ensure that our students are provided with the best education. Our relationshiop with Wallumbilla State School, which is 15 minutes down the road, is very strong. This is an important link for our students to support transition to High School.

Our core values: Be Responsbile, Be Respectful, Be Safe and Be a Learner.

School progress towards its goals in 2018

An Explicit Improvement Agenda – The Teaching of Reading	Liase with Regional Project Officer to audit current school processes of reading, and to support the development of the Whole School Reading Framework. Develop staff knowledge and understanding of the teaching of reading through targeted professional development. Develop consistency and competency in the implementation of PM reading benchmark tests and analysing the data to shape the direction of our reading program within the school.
Curriculum, Pedagogy and Learning	Develop and document the school's curriculum, pedagogical and assessment and reporting framework in relation to the EIA. Work with cluster data analyst to scan, access and analyse results from PAT testing. Strategic analysis of reading data to inform best practise that aligns with EIA. Create a data wall based on current student results in reading and targeted DDSW benchmarks to monitor growth and inform teaching targets.
Leadership and Capability Development	Develop and review whole school curriculum plan to ensure professional development opportunities align with EIA. Meet with staff to develop their performance plans that align with EIA. Develop a timetable for coaching and feedback opportunities to occur with staff to observe one another during the teaching of reading. MASS (band 5 cluster) to moderate each term. Staff to moderate reading data.
School and Community Partnerships	Communicate EIA through newsletters, social media, P&C meetings and community functions.

	Communicate with playgroup parents about the importance of reading at home, providing them with strategies and resources.
	Provide opportunities for parents to learn about reading strategies through parent information sessions.
School Improvement Process	Review PBL processes and procedures regularly.
	Consult previous audit review and work through processes.
	Liaise with Infrastructure Officer to review or develop plan.

Future outlook

To improve reading/writing achievement in NAPLAN - All students above NMS. - 90% at or above regional reading benchmark.

Develop a Pedagogical Framework to heighten the engagement of student learning and ensure that all staff are 100% confident in their ability to access required professional learning.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	33	27	23
Girls	14	14	14
Boys	19	13	9
Indigenous	8	7	8
Enrolment continuity (Feb. – Nov.)	100%	67%	100%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Yuleba State School students predominantly come from families who reside in the small town and who have lived in the area for many years. Some of our students come from a low income background with a minority raised in

rural areas. There is a small percentage of identified indigenous students, with one family who has migrated from the Philliphines. Many of our students will remain at Yuleba for their entire primary education and then move on to Wallumbilla State School for high school. The parents and the community utilise Roma, 60km to the West, for their major service centres.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	15	18
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

During 2018 our school was divided into 2 classes - Prep, year 1 and year 2, and Year 3, 4, 5 & 6. Our curriculum offers a variety of opportunities for our students to perform to their potential.

☐ Yuleba Youngsters Playgroup

☐ Pre prep program (Semester 2)

☐ Reading activities before school for whole of school

☐ Before school training for cross country and athletics

☐ Additional support is provided for students with learning difficulties

☐ Specialist teachers for Music, Health & PE

☐ Stephanie Alexander Kitchen Garden Program

☐ Instrumental Music Program for students in year 4, 5 & 6

Co-curricular activities

☐ Swimming carnivals, cross country events and athletics carnivals with Wallumbilla State School

☐ Under 8's day for student's prep – year 3 with neighbouring schools.

☐ Participation in ANZAC Day march, service and wreath laying ceremony

☐ Showcasing the school; displays at Wallumbilla and Roma Show.

☐ Healthy Living in the Outback for year 5 & 6 students

☐ Fanfare

☐ Book club/Book Fair

☐ Biannual School Camp

☐ School excursions

☐ School Banking

☐ Jump Rope for Heart

How information and communication technologies are used to assist learning

Information and Communication Technologies are integral to our curriculum. In 2017 we continued to upgrade to potentially have a whole school set of laptops for every child to access, and will phase out desk top computers. Every classroom has WIFI access to allow for the best connectivity and our recent wireless upgrade supported this.

Our planning and teaching integrates ICT's within the classroom each term. Both classrooms, including the library, are outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular allows the presentation and execution of the C2C resources that support implementation of the National Curriculum. The P-2 classroom has also a Mimio Board which allows for more collaborative learning as the board can be easily moved around the classroom and easily accessed for the younger students. In 2017 will see the 3-6 classroom being provided with a Mimio board also.

Digital content and resources are used in our classrooms as an integral part of our teaching and learning. Our staff continually commit to the improvement of their professional development so that they can improve professional knowledge and practice.

Social climate

Overview

Yuleba State School is a PBL (Positive Behaviour for Learning) school and through this program the four school expectations of Be Respectful, Be Responsible, Be Safe and Be a Learner are promoted, recognised and rewarded daily. PBL asks all members of the community to support and respect these values. There is a strong focus on the use of proactive and supportive strategies to foster in children an enthusiasm to participate in school and its many opportunities.

Measures taken to manage behaviour are supported with the Responsible Behaviour Management Plan and lessons around bullying and resilience development are delivered within Health lessons. Each week a Focus of the Week, driven from our PBL data, is taught to the student body.

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of all progress within the school including behaviour management, social functions and our annual school activities, and play an active role in supporting our Principal and raising much needed school funds. Parents are also strongly encouraged to participate in their child's education. At Yuleba 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	75%	50%
• this is a good school (S2035)	100%	75%	75%
• their child likes being at this school* (S2001)	100%	100%	75%
• their child feels safe at this school* (S2002)	100%	100%	75%
• their child's learning needs are being met at this school* (S2003)	100%	100%	50%
• their child is making good progress at this school* (S2004)	100%	100%	50%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	75%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	75%	75%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	75%	100%
• this school works with them to support their child's learning* (S2010)	100%	75%	75%
• this school takes parents' opinions seriously* (S2011)	88%	75%	75%
• student behaviour is well managed at this school* (S2012)	88%	50%	50%
• this school looks for ways to improve* (S2013)	100%	75%	100%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	100%	88%
• they like being at their school* (S2036)	80%	100%	88%
• they feel safe at their school* (S2037)	100%	100%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	88%
• teachers treat students fairly at their school* (S2041)	93%	100%	69%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
• their school takes students' opinions seriously* (S2043)	93%	100%	94%
• student behaviour is well managed at their school* (S2044)	73%	75%	63%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	67%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
• they receive useful feedback about their work at their school (S2071)	100%	67%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	75%
• student behaviour is well managed at their school (S2074)	100%	60%	80%
• staff are well supported at their school (S2075)	100%	83%	100%
• their school takes staff opinions seriously (S2076)	100%	83%	80%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	89%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	83%	100%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Yuleba State School encourages the fostering of strong Parent/Carer partnerships with the school to maximise children's learning. Yuleba State School has an active P&C committee. Monthly meetings allow correspondence between parents, teachers and administration. The P&C actively fundraise with various events during the year including Motorbike Gymkhana and various raffles. An open invitation is extended to all parents to assist with organised activities and general assistance in and outside the classroom. Parents are encouraged to volunteer with weekly activities such as reading club and Yuleba Youngsters Playgroup, as well as annual events and one off occasions, including classroom art projects, sporting events, running stalls at local shows, swimming lessons, ANZAC Day ceremonies, Graduation ceremonies, Under 8's Days, P&C Fundraiser events.

The school has implemented a Before School Reading program with the purpose to see students reading more on a daily basis. Parents and community members are invited to come in, in the mornings, and read one on one with the students.

The school hosts a Yuleba Youngsters once a week for children in the 0-4 years age group. Parents are encouraged to bring their children along to this program to prepare their child for the transition to school. Parents of prospective enrolments to the Prep Year are also invited to information sessions that are facilitated by the Principal, who is also the prep teacher.

Students with special needs are also involved in a 'Community Access' program which involves them accessing the local businesses to support their programs. For example, heading to the shop to buy groceries for cooking.

Yuleba State School also has a Facebook page which is a one of our main sources for parent and community engagement. This page is used to share photos and stories of learning throughout the day, and to remind parents of key dates. Parents appreciated the ability to instantly access information.

At the end of each term we hold an end of term celebration to showcase the academic work of the students which is highly attended by parents. Parents are also encouraged to our weekly parades where we communicate important school messages and promote the success of our students learning.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our responsible behaviour plan and implementation of Positive Behaviour for Learning focuses on developing student skills to resolve conflict and to react appropriately. We have a focus on social skills within our classrooms to respond to bullying situations and to teach students necessary strategies to react and report when necessary.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Measures to influence the reduction of electricity consumption by the school include turning off lights when not in use and monitoring air conditioning settings appropriately over the course of the day. Solar panels were installed through the National Solar Panel for Schools program. Pumps are maintained to ensure that access to creek water for the grounds and rain water for consumption is always available. Yuleba State School is a Stephanie Alexander Kitchen Garden school which has allowed us to create sustainable practises in our school with the construction of vegetable gardens and compost. The vegetables will be harvested and cooked in our kitchen.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,312	26,725	26,201
Water (kL)			1

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 2018 were $5138

The major professional development initiatives are as follows:

- Behaviour Management
- Teaching of Reading
- Pedagogical Framework development
- Australian Curriculum
- Teaching and Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	88%	94%
Attendance rate for Indigenous** students at this school	93%	90%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	88%	98%
Year 1	94%	90%	81%
Year 2	95%	89%	98%
Year 3	95%	94%	95%
Year 4	92%	90%	93%
Year 5	90%	86%	DW
Year 6	96%	83%	96%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	14	14	36	36
2017	30	17	27	27
2018	13	4	26	57

Proportion of Students (0% to 100%)
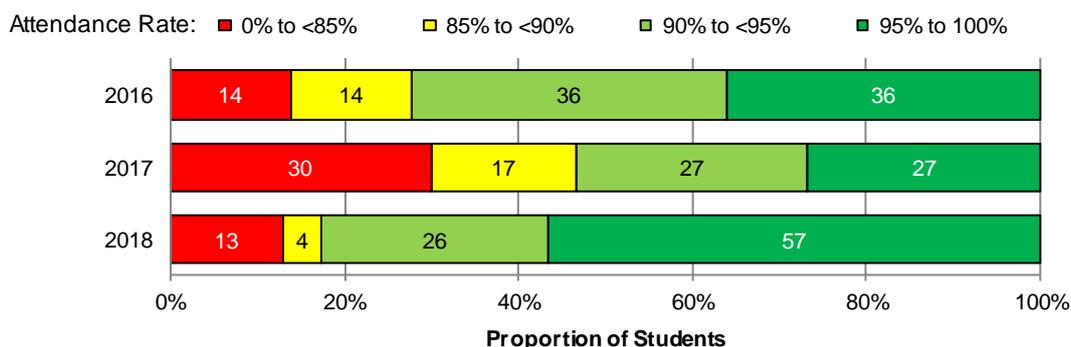
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.