

Yuleba State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Yuleba State School Annual Report 2013 provides a snapshot of our progress with current goals and outlines our future direction for School Improvement and financial position. It contains much improved data from the School Opinion Survey from 2012 to 2013. You will find a profile of our teaching team and curriculum offerings available, including extra-curricular activities, in our small multi-age classrooms and be informed of our social climate and extensive use of Information and Communication Technologies across the curriculum.

School progress towards its goals in 2013

AIP priorities from 2013	Progress
Implement recommendations from the most recent CT&L Audit, including embedding a coaching and feedback methodology and instructional leadership around Explicit Teaching	Implemented and ongoing
Improve sustained student outcomes through analysing and responding to school performance data, with a focus on Reading	Implemented and ongoing
Develop and implement a Whole School Pedagogical Framework aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework	Implemented and ongoing
Implement a Whole School Curriculum Framework	Implemented and under review to include Geography
Implement the Symphony for Learning tools	Implemented and ongoing

Queensland State School Reporting 2012 School Annual Report



Future outlook

- Foster vibrant relationships with school community
- Reading
- Writing
- Numeracy
- Timely differentiated student feedback to guide student action

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	31	10	21	90%
2012	33	12	21	97%
2013	31	11	20	94%

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

Characteristics of the student body:

By the end of 2013, the school had 33 students, and commenced 2014 with 32 students. In 2013, Yuleba State School had two multi-age classrooms, with one focusing on the early phase (Prep – 2) and the other on the middle phase (3 – 7). Our Year 7 students feed into Wallumbilla State School to continue their education through to year 10.

Yuleba State School had a significantly higher percentage of boys (66%) than girls (34%) in the student body. The school catered for this by embedding strategies within the curriculum to cater for our particular cohort. In 2013, 15% of our clientele were Indigenous and there were 20 families attending Yuleba State School.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	19	16
Year 4 – Year 7 Primary	11	10	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

- Multi-age learning with provision focusing on the early and middle phases of learning
Intervention programs
- Learning Support Personnel for students with learning difficulties
- Specialist teachers for Health, **Music**, Physical Education and LOTE
- ICTs are integral to teaching and learning
- 1:2 computers to students across the school
- 1:1 computers to students per class
- 10 iPads for P-2 Class
- Robotics for all year levels

Extra curricula activities

- RREAP instrumental music program was offered to students in years 5 – 7. This included instrumental music instruction, band rehearsals, music camps, Winter Music Carnival and MusicFest.
- Active After School Community is a free program that is Commonwealth Grant funded. This program ran twice a week, on a term by term basis, exposing the children to a variety of different sports and physical activities.
- Students participated in Netball and Football Competitions in the winter months, and all students had the opportunity to be involved in Intra School Sports.
- ANZAC Day Celebrations - Students all had the opportunity to participate in the Yuleba/Wallumbilla ANZAC March and be a meaningful part of the ANZAC Day Ceremony in the laying of a personalised school wreath and the School Leader's recitation during the Ceremony.

How Information and Communication Technologies are used to assist learning

During 2013, students were able to continue to access the wireless network, which enabled them to use their laptops anywhere in the school. Additionally, as each room is fitted with a Smartboard, in 2013, Technology remained integral to the teaching and learning process with the introduction of 10 iPads to complement the curriculum offerings. Via the platform of a wireless network and through embracing Smartboards within the classrooms, texts and contexts were broadened to incorporate the multiliteracies of our students' future and in preparation for implementation of the Australian Curriculum. The school used and continues to use the OneSchool state wide database for recording data and developing reports. All teaching personnel have their own government provided laptop to assist in preparation, reporting and modelling of computer usage to students.

Our school at a glance

Social climate

Yuleba State School is a supportive environment where students are socially responsible individuals and take responsibility for themselves whilst always being conscious of the needs of others. 90% of parents believe that behaviour is well managed at Yuleba State School, with 83% of students in agreement. Measures taken to manage behaviour at Yuleba State School include Yuleba State School Responsible Behaviour Management Plan, addressing bullying and resilience development within Health lessons.

Parent, student and staff satisfaction with the school

In the School Opinion Survey, Student satisfaction levels were overwhelmingly positive. Parent satisfaction levels have returned very positive results. Staff satisfaction levels are also overwhelmingly positive.

Yuleba SS is a school that enjoys very high levels of student, teacher and parent satisfaction with our school and where all stakeholders work together to develop a safe, supportive environment. In 2013 the percentage of parent/caregiver satisfied that their children were getting a good education at Yuleba State School improved to 100% and 100% of students were satisfied with their education. Staff satisfaction levels for morale improved over the year.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	69%	100%
this is a good school (S2035)	67%	100%
their child likes being at this school* (S2001)	75%	90%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	63%	100%
their child is making good progress at this school* (S2004)	69%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	63%	100%
teachers at this school motivate their child to learn* (S2007)	56%	100%
teachers at this school treat students fairly* (S2008)	50%	80%
they can talk to their child's teachers about their concerns* (S2009)	60%	100%
this school works with them to support their child's learning* (S2010)	60%	100%
this school takes parents' opinions seriously* (S2011)	50%	100%
student behaviour is well managed at this school* (S2012)	56%	90%
this school looks for ways to improve* (S2013)	63%	100%
this school is well maintained* (S2014)	88%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
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Our school at a glance

they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	89%	83%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	89%	83%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are the school's partners. They have several avenues for participation. Primarily, the parents are invited to be part of the P&C, whose role is not only that of fundraiser, but also a consultative body to the principal and teaching staff. Parents were actively engaged in the Quadrennial School Review in Term 4, 2013.

Additionally, parents are actively encouraged to participate within class activities providing classroom help, and are important helpers during sporting carnivals.

Parents are also invited to attend all school events, such as assemblies and other celebration days including showcase events at the end of each term.

In 2013 Yuleba State School ran parent information sessions weekly to address questions and share information with the parents including topics such as How Multi-age Classrooms are Managed, Homework expectations, How We Teach Maths, How We Teach Spelling and The Importance of Reading With Your Child.

While many methods of communication with the parent body are used, the main source of information is the school newsletter. A small number of parents elect to receive their newsletter by email. Additional information is also sent out at key junctures and times outlining what and how students are being taught. Parents are encouraged to attend interviews with their child's teacher, which are offered each term.

Reducing the 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 have been installed through the National Solar Panel for Schools program. Collectively these actions have resulted in a further decrease of electricity consumption of 12.8% in 2013 from 2011-2012. Pumps are maintained to ensure that access to creek water for the grounds and rain water for consumption is always available.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	30,203	0
2011-2012	25,177	0
2012-2013	21,946	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

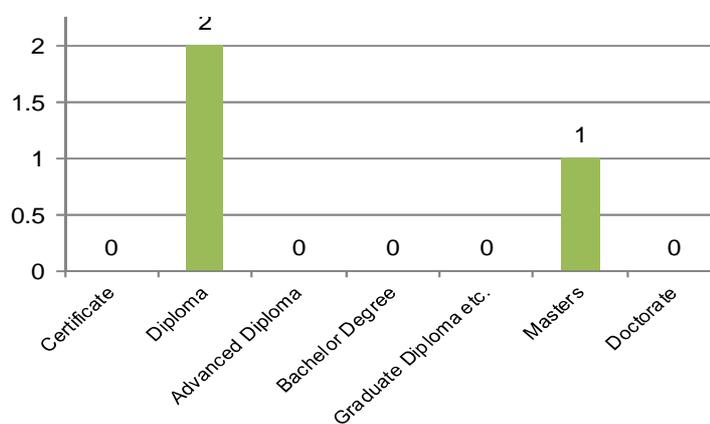
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

Qualifications of all teachers

Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	0
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	3



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 2156 .

The major professional development initiatives are as follows:

- Literacy Solutions
- Principals' Conference
- Financial Management, Budget, Planning and Accountability workshops
- Darling Downs Regional Core Modules and Resources
- OneSchool Courses

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

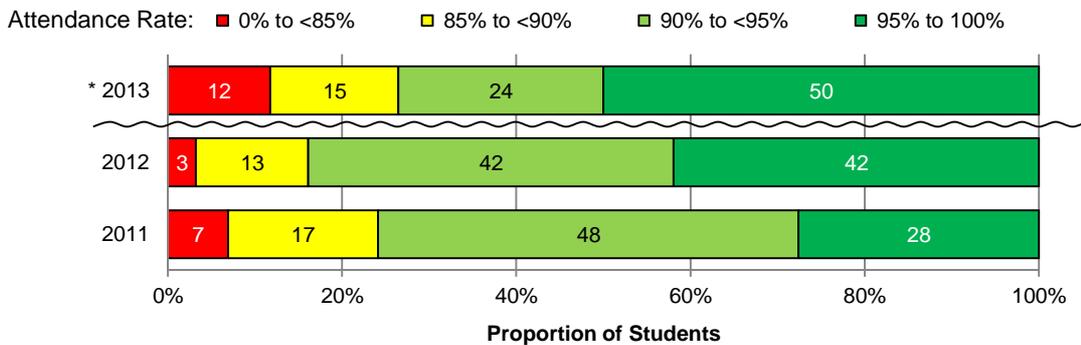
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	89%	96%	93%	90%	88%	96%					
2012	87%	94%	92%	96%	92%	92%						
2013	96%	88%	94%	88%	94%	91%	83%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Yuleba State School, rolls are marked twice daily, on entry to school at 8.50am and after second break at 1.40pm. Instructions require teachers to inform the office of consecutive unexplained absences of three days. In these cases, parents are contacted to explain the reasons for the absences, and if parents do not respond, communication is mailed outlining their responsibilities and consequences of inadequate attendance.

Teachers reflect upon their delivery of the curriculum to ensure that student needs are addressed in terms of accessing the curriculum using varied and appropriate strategies, to encourage regular school attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which has a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

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

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

Achievement – Closing the Gap

In 2013 Yuleba State School attendance rate for Indigenous students was 93.3%. The attendance rate for Non-Indigenous students was 92.7%. Both these rates were slightly higher than those for Queensland State Schools. The percentage of All Students with attendance rates less than 85% was 12%.

In 2013 the Gap between Indigenous and Non-Indigenous Students' achievement decreased in Reading, Writing and Numeracy in Year 5. There were no Indigenous Students in Year 3 or Year 7.