

# Queensland State School Reporting – 2011

## Yuleba State School (0372)



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## Principal's foreword

### Introduction

Yuleba State School has focussed on preparing for the implementation of the Australian Curriculum, as well as implementing the Curriculum Audit recommendations. To this end, focussed teaching was a priority, as well as improving data analysis and use of data analysis to inform planning with a view to school improvement. A focus on differentiation continued to ensure catering for the learning styles of all students. Yuleba State School continued to work towards improved confidence data and on the Health and Wellbeing of all stakeholders at the school.

### School progress towards its goals in 2011

Teachers at Yuleba State School participated in various professional development opportunities and planning days to familiarise themselves with the Australian Curriculum and the C2C units of work to be implemented in 2012. Data analysis was explored and plans were put in place to access training for the teaching staff. The Fish! Philosophy was introduced to staff for improved Health and Wellbeing through a positive school climate.

### Future outlook

Key priorities for 2012:

- Improved outcomes for all students specifically in Spelling and Reading Comprehension
- Positive advocacy for Yuleba State School in the community
- Access training for teachers to further One School data analysis skills
- Facilitate deeper understandings, problem solving in ICT skills
- Set individual goals for every student

# Our school at a glance

## School Profile

Yuleba State School is a coeducational P-7 school that is situated 65km east of Roma, drawing its student body from the township and the surrounding area. The primary employers in Yuleba are the local council office of the Regional Council, the local mine and a family run excavation contract company. Yuleba State School has a proud history of providing quality education and many of our students are the second or third generation in their family to be educated here.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
31	10	21	90%

Characteristics of the student body:

By the end of 2011, the school had 32 students, and commenced 2012 with 31 students.

In 2011, Yuleba State School had two multi-age classrooms, with one focusing on the early phase (Prep – 3) and the other on the middle phase (4 – 7). Our Year 7 students feed into Wallumbilla State School to continue their education through to year 10.

There was a significantly higher percentage of boys than girls in the student body. The school catered for this by embedding strategies within the curriculum to cater for our particular cohort. In 2011, 23% of our clientele were Indigenous.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19
Year 4 – Year 10	11
Year 11 – Year 12	
All Classes	15

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings

Yuleba State School 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, Physical Education, Music, LOTE, and The Arts
- ICTs are integral to teaching and learning
- 1:2 computers to students across the school
- 1:1 computers to students per class

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## Extra curricula activities

PCAP instrumental music program was offered to students in years 4 – 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.

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## How Information and Communication Technologies are used to assist learning

During 2011, 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 2011, technology remained integral to the teaching and learning process. 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.

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## 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. In the School Opinion Survey, Student satisfaction levels were overwhelmingly positive. The most concerning results related to parent perceptions that their children were getting a good education at this school and parent

## Our school at a glance

satisfaction with this school.

### Parent, student and teacher satisfaction with the school

Yuleba SS is a school that enjoys very high levels of student and teacher satisfaction with our school and where all stakeholders work together to develop a safe, supportive environment. In 2011 the percentage of parent/caregiver satisfied that their children were getting a good education at Yuleba State School and the percentage of parents/caregivers satisfied with their child's school increased from 2010.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	69%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	100%

### Involving parents in their child's education

Parents are the school's partner. 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.

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 assembly and other celebration days.

While many methods of communication with the parent body are used, the main source of information is the school newsletter. 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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. This has resulted in a decrease of electricity consumption of 18%. Pumps are maintained to ensure that access to creek water for the grounds and rain water for consumption is always available.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	30,203	0
2010	36,923	0
% change 10 - 11	-18%	N/A

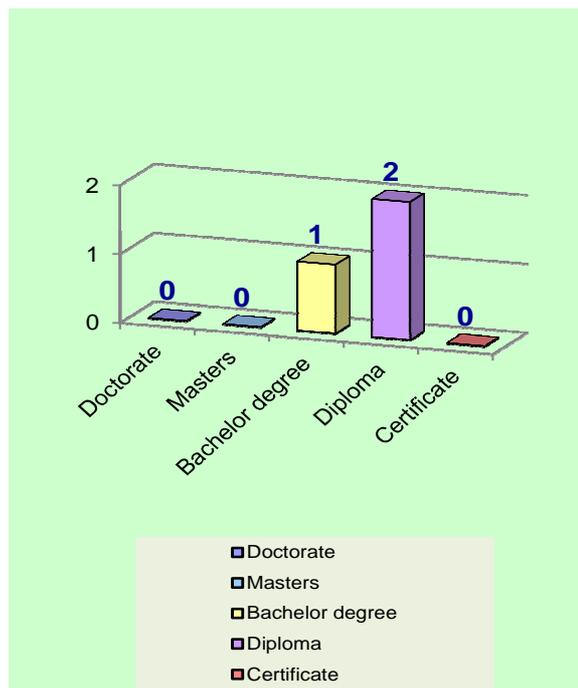
# Our staff profile

## Staff composition, including Indigenous staff

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

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	1
Diploma	2
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$2111.57. The major professional development initiatives are as follows:

In Pursuit of Excellence, the state wide conference for all principals in Queensland

Naplan Teaching and Assessing Writing

Naplan Reading and Spelling

QCATS Making Judgements using Standards

Beginning Teachers' training

Fire Training

Fish! Philosophy for Schools.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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.

## Our staff profile

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

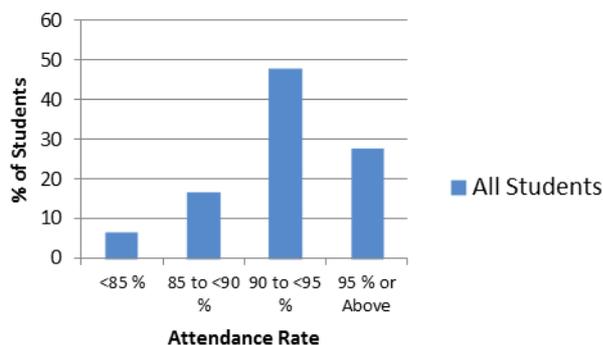
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
96%	89%	96%	93%	90%	88%	96%

### 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 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.

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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

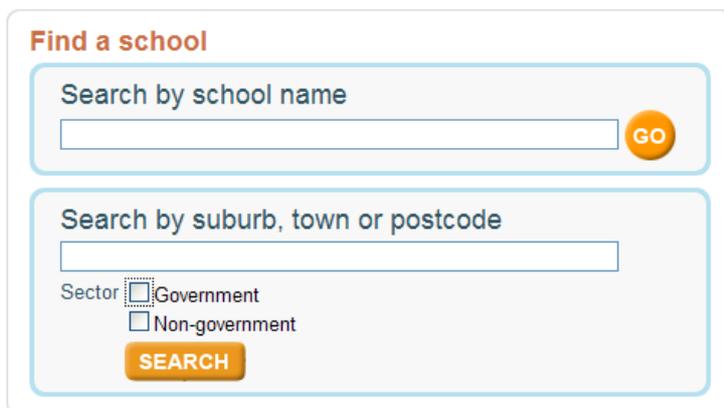
## Performance of our students

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.

respond, communication is mailed outlining their responsibilities and consequences of inadequate attendance.

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 includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", 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 2011 Yuleba State School attendance rate for Indigenous students was 94.4%. The attendance rate for Non-Indigenous students was 92.5%. Both these rates were slightly higher than those for Queensland State Schools. The percentage of All Students with attendance rates less than 80% was 6.9%. The percentage of Indigenous Students with attendance rates less than 80% was 14.3%.

In 2011 the Gap between Indigenous and Non-Indigenous Students' achievement decreased significantly in Reading and increased slightly from 2010 in Writing. The Gap between Indigenous and Non-Indigenous Students' achievement increased in Numeracy in 2011. This data was drawn from the Yuleba State School Closing the Gap Report, March 2012 and referred to NAPLAN\* Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap.

\* 2011 NAPLAN data is preliminary