Yeronga State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	122 Park Road Yeronga 4104
Phone	(07) 3426 0333
Fax	
Email	principal@yerongass.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	Debbie Spanner

From the Principal

School overview

Established in 1871, Yeronga State School is a medium sized, inner city school with heritage listing. The school is set on 4 hectares of leafy surrounds, with distinct Junior and Senior School precincts, catering for students from Prep – Year 6. The Yeerongpilly Early Childhood Development Program, catering for Pre prep children with hearing loss, is a third school precinct.

Our school is an enthusiastic and collaborative community, proud of its long history but firmly focused on the future. School families and the local community have a strong affiliation and involvement with the school, committed to ensuring the high expectations for academic, sporting and music achievements are met through the community and school working together. Our community values effort and achievement by encouraging grit (persistence and resilience) and a growth mindset for all stakeholders. The school motto `**Service before Self'** captures the school ethos of caring for each other and our global and local environments.   The school surroundings creates a calm and peaceful setting that connects the community and supports social and emotional well-being.

2020 VISION
Connected Individuals, Curious Learners, Community- Minded Citizens
MISSION
Creating Literate, Numerate and Curious Learners
VALUES
Learning, Caring, Growing and Achieving

2018 was the second year of implementation of the four year School Strategic Plan. The School Strategic Plan consists of 3 Visions

1. Connected Individuals:

   - Priority: Digital Citizens

     All stakeholders utilise the digital world, seamlessly and purposefully, to support and communicate every day practices.

2. Curious Learners

   - Priority: Inquiry Leaning:

     A culture of inquiry and innovation exists throughout the school where creative exploration and independent learning are promoted and valued and all learners, including Advanced Learners.

3. Community-Minded Citizens

   - Priority: Community Health and Wellbeing

     All stakeholders actively partner to create an environment where individual, team and community learning, health and well-being are valued.

In 2018 Yeronga State school continued its journey with Curiosity and Powerful Learning. It is one of 14 schools in Metropolitan and 100 schools across Australia that is seeking to adopt an inside out change model in order to increase student engagement and ownership of learning.

This report will highlight achievements for 2018 and outline goals for 2019.

School Progress towards its goals in 2018

Curiosity and Powerful Learning	Review of five teacher theories of action - Learning Intention, Success Criteria, narrative and pace - Connecting Feedback to Data - Cooperative Groups - Set Challenging Learning Tasks - Frame Higher Order Questions Greater student ownership of learning, increasing student voice and deeper understanding of their role as a learner is changing student role in classrooms. Increased self-efficacy of teachers in the above theories of action.
Curriculum Delivery- English, Maths and Specialisation *`The school is driven by a deep belief that every child can learn and make progress and a culture of high expectations exists across the school.'*	Curious Readers promoted through the Balanced Reading program - continuation of Reciprocal Reading practices for Year 4-6. Whole School Reading Framework documented and published. Embedding 6 Traits of Writing in assessment tasks to increase consistency of writing approach. Expansion of digital devices, including i-Pads and laptops, increased access online resources such as Literacy Planet and Mathletics and creativity apps. Reviewed and developed differentiation practices to better cater for highly able students. Expanded Spanish program from Year Prep-6 and developed quality Spanish P-6 curriculum (stored on the curriculum hub). Four Maths pedagogies used consistently to deliver Maths Curriculum: -Warm ups (fluency) -Explicit Instruction (fluency and understanding) -Novel problems (A4L, problem solving and reasoning) -Guided Inquiry (problem solving and reasoning)
Develop Staff Capability through Collaborative Practice *A strong collegial culture is apparent amongst members of staff. There is a strong focus on collaboration and teamwork.*	Being collegial and collaborative demonstrated as an integral part of everyday practice through: - Employing a HOC to lead quality and regular Year level planning - Engaging in Year level Data conversations with Master Teacher and Principal to monitor progress for all students in reading and maths - Triad Peer coaching (including observations and feedback) Teacher Aides engaged in quality professional learning.
Establish safe, inclusive and caring community for all *`The school is highly regarded by parents, students and members of the local community.'*	Nature Play space developed. Parental education program provided. Contemporary furniture expanded to Year 3. Employing part time Speech Pathologist and supported students in early years. Quality induction program exists for new and beginning staff.

Future Outlook

Connected Individual *All stakeholders utilise the digital world, seamlessly and purposefully, to support and communicate every day practices.*	Think globally- Identified opportunities for staff, students and parents to connect with others beyond the local community. Developed Resource Centre as a digital learning hub and utilise digital coach to mentor and coach digital literacy and technology use across the school. Extended BYOD iPad program across Year Two and Three. Established ICT Parent Hub to foster school parent community partnerships to guide school with the digital revolution. Redistributed devices to i-pads in Early Years and laptops from Year 4-6 to allow for better quality engagement with all devices.
Curious Learners *Inquiry Learning - A culture of inquiry and innovation exists throughout the school where creative exploration and independent learning are promoted and valued and all learners, including Advanced Learners, progress.*	Mathematics- Investigated surface, deep and transfer thinking to review current Maths program- Back to Front Maths – focussed proficiencies in all strands of mathematics and being able to assess these. Reading- expanded flying squad approach to Prep-Year 5 to support reciprocal reading practice. Strengthened links between reading and writing to make quality writing visible and audible through focus on writing process and Six Traits. Writing goals and learning ladders linked to Six Traits. Continued *Future Problem Solving International* across Year 4-6, allowing students to engage with the future by using critical and creative thinking, collaboration and team work strategies to consider big questions. Continued adoption of Curiosity and Powerful Learning Theories of Action: - Learning Intention, Success Criteria, Narrative and Pace - Connecting Feedback to Data - Set Challenging Learning Tasks - Frame Higher Order Questions Continued development of the whole school Theory of Action: -Emphasising Inquiry Focussed Teaching Continued embedding of Learner Assets. Expanded Advanced Learner opportunities through provision of quality programs like Robotics and Coding clubs, Science Club etc. Established Spanish Learning Hub – employed native speaking teacher aides and increased visibility and audibility of Spanish.
Community Minded Citizens *Community Health and Well-being- All stakeholders actively partner to create an environment where individual, team and community learning, health and well-being are valued.*	Honoured our Past - Engage an archivist to establish an alumni register, document history and store historical artefacts. Continued Bridge Builders program to identify strategies to resolve conflict effectively. Re-establishment of Early Years Network. Introduced Inclusion teacher support role to expand provision for students with additional needs (Students with Disability, learning difficulties, EALD, highly able).

Our school at a glance

Yeronga State School has been providing a quality education service to the local community for the last 148 years. The spacious school grounds, that include two ovals, soccer and netball fields, an ecology plot and a Nature Play area, allows children to learn and play together happily and safely.

During 2018 the school had 28 general learning co-educational classrooms in operation.
The aim of Yeronga State School is to maximise the achievement of every child in every classroom every day. The school continually reviews its intervention and extension programs in order to best cater for all students, with the understanding that it is what happens every day in every classroom that truly makes a difference to student learning.

Yeronga State School is very much a focal point of the local community with many cross generational ties. The school's outstanding facilities are regularly accessed by the wider community for sporting and cultural events.

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	589	631	686
Girls	290	324	337
Boys	299	307	349
Indigenous	5	9	8
Enrolment continuity (Feb. – Nov.)	97%	95%	96%

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

Yeronga State School's enrolment was 686 students by the end of 2018. The student body consists of 59% from the highest socio economic group and 5% are from the lowest. A majority of students come from two parent professional families who are keen to be partners in their children's education.
Of the total school student body 27% is made up of English as an Additional Language/Dialect (EALD) students. EALD students come from 32 different countries speaking 37 different languages or dialects with no one ethnic group being particularly dominant. There are a small number of Indigenous students making up about 1% of the total. Students with disability comprise 6.5% of the school population. Students are mostly from the local Yeronga community as Yeronga State School has become an enrolment managed school

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	21	25	26
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

Yeronga State School uses Curiosity and Powerful Learning (CPL) to guide curriculum and pedagogy. The Australian Curriculum guides units of work, with Curriculum into Classroom (C2C) being used as a resource and individual subject areas such as English, Maths, Science, Geography and History are taught.

As teachers become more adept at CPL theories of action an inquiry stance is being adopted as our underlying approach to teaching. Providing quality learning opportunities, through an inquiry approach, for our students to engage in the 'soft skills' or general capabilities like: critical thinking, creative thinking, intercultural understanding, personal and social wellbeing, is integral to Yeronga State School's curriculum delivery. English and Maths are stand-alone subjects however other subject areas may involve an interdisciplinary approach.

The Whole School Data Framework is used to monitor and track student progress. Learning Maps, Learning Ladders and other Success Criteria are used to help children track their own progress in their day to day learning activities. Early Intervention is an essential belief of the school. Teachers and teacher assistants deliver quality programs such as Jolly Phonics, Metalinguistics, Support a Reader and Support a Writer and an Oral Language program.

Co-curricular activities

Yeronga State School, in partnership with the P&C, offers multiple opportunities to develop a holistic child.

School based
- Instrumental Music Program
  - Strings (Year 3-6)
  - Brass, Woodwind, Percussion (Year 4-6)
- School Community Choirs
  - Stele Voce – Senior Choir (5-6)
  - Cosmio Singers – Junior Choir (2-4)
  - Piccoli Voices – Choir (P-1)
- Media Club
- Robotics Club
- Maths Olympiad
- Maths Club
- Sports skill training
- Auskick
- Qld Cricket development officers
- Backyard Rugby league development officers
- Fitness and Sports Training (Cross country training, athletics training)
P&C implemented
- Art lessons
- Guitar
- Piano Lessons
- Tennis Coaching
- Drama
- Coding and Robotics classes
- Chess Tuition

How information and communication technologies are used to assist learning

2018 saw the introduction of BYOD iPads in Year 2, with 85% of parents supporting this endeavor, resulting in a 1-to-1 iPad learning situation. To support this WAPS were set up in each year two classroom. However, every classroom at Yeronga State School has wireless internet access, interactive whiteboards, 8 ipads in each Junior School class (P-1), and 10 iPads for each class in Year 3. Year 4 have access to a pod of 10 iPads. Each teacher in Years 2 – 6 has a school iPad, which facilitates Inquiry learning and allows teachers to become more familiar with the technology. A digital Coach was employed for one day a week to facilitate this learning. Year 4- 6 have a mixture of desktops and laptops. Teachers used computers and digital technologies to support learning across all subject areas, with an active focus on purposeful, meaningful learning opportunities. Teachers used the SAMR model for developing learning materials that are complimentary to the learning pedagogies of CPL; including Inquiry learning, Challenging Learning tasks, and co-operative learning strategies.

A computer lab consisting of 15 computers exists in the resource centre. Teachers used these for research, creating and publishing, in order to support digital literacy and digital technology development across the school. Part of the computer lab was converted into a STEAM lab with EV3 robots, Blue Bots, Probots, Sphero minis, DOT and DASH robots, Parrot Drones, as well as four 3D printers and a pod of iPads. Students used this equipment during lessons as well as Tech club where those students with proficiencies in STEM learning were given opportunities for extension and to encourage their talents and skills.

Social climate

Overview

Our students, parents and staff are highlighted as being significantly above state average in their satisfaction with the school climate according to our School Opinion Survey. Establishing a safe, supportive and caring environment where students, parents and staff are valued is an important part of our every day school operations. We are proactive in our approach in ensuring all community members are aware of the appropriate ways to interact and we seek to address any issues confidentially, sensitively and respectfully.

Yeronga State School has many traditions that the community values. Community participation is encouraged during the annual Anzac Day ceremony, Harmony Day celebrations and other school events.

Yeronga State School has an extremely active P&C with over 200 members. There is a Class Parent Representative program, coordinated by the P&C, which is one strategy used to promote parental engagement in the school. Community wellbeing is promoted by actively encouraging parents and children connect in the school grounds before and after school.

Signature programs to promote social climate include:

School Student Leadership Program
Year 6 students were given many opportunities to be leaders, including School Captains, House Captains, Music Captains, Environment Captains, Bell Captains, Sports Room Monitors and Tech crews. Responsibilities such as Prep Buddies and soccer referees supported younger students in their playground relationships and activities.

Bridge Builders
Bridge Builders is the school's conflict resolution and peer mediation program. The program is used in every class and in the playground. The aim of the program is to teach students the nature of conflict, that behaviour is a choice, how to respond to conflict, how to manage emotions, how to work out conflict and the role of others in conflict.

Student Council
Representatives from Year 3-6 provide a voice for students and address student issues in a proactive and meaningful manner. Students are encouraged to develop their citizenship skills through this program and given the opportunity to contribute to social justice programmes, such as raising funds for charities.

School camping programs
These are offered for Years 4-6 at a variety of off campus sites.

Chaplaincy program

In 2018 the chaplaincy program was delivered through a 3 day a week program, funded through NSCSWP and managed by Scripture Union. Our school chaplain supports students, parents and staff.

Life Education Program

Program offered by Life Education Australia covers all classes from Prep to Year 6.

Workplace Rehabilitation Officer

In consultation with DETE, Workcover and medical practioners, the workplace officer coordinated the return to work for injured and recovering workers.

Staff Mentoring

All beginning and new teachers to Yeronga State School are offered a mentor. The Beginning Teacher Mentor Program is a comprehensive inductive program led by a trained facilitator. This program provides the support required for teachers to move from provisional to full teacher registration.

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)	96%	96%	97%
• this is a good school (S2035)	98%	97%	98%
• their child likes being at this school* (S2001)	95%	97%	99%
• their child feels safe at this school* (S2002)	95%	97%	99%
• their child's learning needs are being met at this school* (S2003)	91%	96%	95%
• their child is making good progress at this school* (S2004)	93%	93%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	89%
• teachers at this school motivate their child to learn* (S2007)	94%	94%	92%
• teachers at this school treat students fairly* (S2008)	87%	93%	91%
• they can talk to their child's teachers about their concerns* (S2009)	95%	99%	96%
• this school works with them to support their child's learning* (S2010)	94%	90%	90%
• this school takes parents' opinions seriously* (S2011)	91%	93%	87%
• student behaviour is well managed at this school* (S2012)	92%	94%	92%
• this school looks for ways to improve* (S2013)	97%	97%	98%
• this school is well maintained* (S2014)	94%	97%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	93%	100%
• they like being at their school* (S2036)	94%	84%	96%
• they feel safe at their school* (S2037)	95%	92%	98%
• their teachers motivate them to learn* (S2038)	96%	97%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	97%
• teachers treat students fairly at their school* (S2041)	86%	88%	92%
• they can talk to their teachers about their concerns* (S2042)	83%	91%	90%
• their school takes students' opinions seriously* (S2043)	86%	83%	96%
• student behaviour is well managed at their school* (S2044)	82%	81%	92%
• their school looks for ways to improve* (S2045)	97%	95%	97%
• their school is well maintained* (S2046)	89%	95%	96%
• their school gives them opportunities to do interesting things* (S2047)	90%	90%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	91%	100%
• they receive useful feedback about their work at their school (S2071)	85%	88%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	93%	91%	91%
• staff are well supported at their school (S2075)	87%	77%	93%
• their school takes staff opinions seriously (S2076)	85%	86%	90%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	91%	91%	88%
• their school gives them opportunities to do interesting things (S2079)	85%	91%	88%

* 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

Yeronga State School believes that a teacher, parent, student relationship is integral to positive learning outcomes for all students. Teachers actively seek to keep parents informed about student progress in their learning through multiple means including newsletters, reports, parent teacher interviews, e-mail and phone calls. Learning needs, including support or extension, are discussed with parents, and referrals to the Yeronga Inclusion team to ascertain the next step take place. The Yeronga Inclusion Team consists of a Deputy Principal, Guidance Officer, Inclusion Teachers (with responsibilities across year level cohorts) and a visiting Speech Language Pathologist. Case Management meetings with all stakeholders, including parents, take place where necessary to ensure parents are aware of how the school is supporting their child's learning needs. Significant Social and Emotional Wellbeing and Behaviour concerns are also referred for additional support from school resources and case management meetings take place when necessary. Personalised Learning Plans are developed to recorded individual student adjustments where necessary and these are recorded on OneSchool. These plans are formulated through consultation with parents, class teachers and Inclusion teachers.

The Yeronga State School Parents and Citizens Association is open to all parents and carers of children attending Yeronga State School. It provides a great opportunity for all parents to be actively involved in school operations and well informed on school happenings.

The P&C manages the Outside Hours School Care, Uniform Shop and Tuckshop facilities, fundraising and other projects throughout the year. It assists with school planning and contributes funds to the school. The P&C meets on the third Tuesday of each month at 7.00pm and welcomes new members at any time. Attendance of the P&C is strong, with an average of 30 people attending most meetings.

Yeronga State School P&C encourage parents to be actively involved through a `Just One Thing' initiative. The P&C uses Facebook to keep parents informed and engaged. The close relationship between the P&C and the school is highly valued and includes active involvement in the strategic planning of the school. Parents are regularly asked to complete online surveys to provide feedback to the school in order to address concerns.

Parents are encouraged to be involved in school and classroom activities in a variety of ways. Currently, in addition to the P&C, parents are coordinating or supporting projects such as Community Garden, Indigenous Art Project, Active School travel program, Community art program, Parent Rep Program.

Respectful relationships education programs

The school has developed and implemented a range of programs that focus on appropriate, respectful and healthy relationships. The school uses the School Responsible Behaviour Plan, which emphasizes the school rules of Be Respectful, Be Responsible, Be Safe and Do Your Best, to highlight high expectations for all communication and interactions. Each term children who achieve A, B or C for behavior participate in Behaviour Celebration that can include activities such as extended lunch hour, Nature Play, Fun Mudda. Thumbs up awards are distributed for good behavior and awards received on assembly.

The Bridge Builders program, which focuses on teaching the community how to successfully resolve conflict, has been implemented since 2017. Parent education is included. Year 6 students are being trained as Peer Mediators as part of this program to give them opportunities to support younger students and practice their conflict resolution skills.

Learner Assets (i.e. protocols) have been embedded at Yeronga State School. These identify skills and dispositions that our students will develop as they participate in our learning communities, including the general capabilities of the Australian Curriculum. Learner Assets include Be a Communicator, Be a Self Manager, Be a Collaborator, Be a Researcher and Be a Thinker.

Bravehearts present to our students annually, highlighting how to keep yourself safe. Educating our parents and children about Cyber Bullying and social media risks are undertaken annually with different presenters. The Life education Van also visits annually and provides a session for each class from Prep- Year 4 (on topics such as My Body Matters, Safety Rules, Growing Good Friends). A Human Relationships Education program, as well as a Parent Education Program, is provided for students in Year 5 and 6.

In 2018 teacher leaders at Yeronga State School expanded their team leadership skills by engaging in training with a company called Think One Team. Emphasis on above the line and below the line behaviours has highlighted positive communication strategies that have been cascaded out to all staff to help our many collaborative teams across the school to function effectively.

School disciplinary absences

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	17	26
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

The school has continued its efforts on the environmental front this year by the extension of the 'Green Team' and Environmental captains in order to reduce the environmental footprint.

In 2018 the P&C continues to review the Cool Schools audit of all classrooms, which identified strategies to ensure social, environment and economic sustainability. The school and the P&C are adopting other recommendations to reduce the demand for and on air conditioned classrooms. The increase in school population, including the inclusion of the Yeerongpilly ECDP on the school site in 2015 explains the increase in the environmental footprint in recent years.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	171,294	175,203	193,977
Water (kL)	1,669	5,253	3,403

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.

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	58	46	<5
Full-time equivalents	47	25	<5

*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	7
Graduate Diploma etc.*	5
Bachelor degree	40
Diploma	6
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 $160 000 (including Investing for Success funding)

The major professional development initiatives are as follows:
- Think One Team Training – strategic leadership team and school improvement team
- Instructional Coaching – digital, literacy and Inquiry
- Collaborative Planning support
- Peer Coaching – observation and reflection using GROWTH coaching model to improve practice
- Year Level Data Conversations – improve data literacy skills
- Executive Coaching
- Curiosity and Powerful Learning workshops – Teacher Theories of Action- teachers and leaders
- Instructional Rounds- collaboration with other schools
- Implement Curiosity and Powerful Learning School Improvement Initiative to develop teacher capacity to provide excellent teaching and learning practice, including the use of Inquiry approach
- Inquiry Stance: Kath Murdoch (in collaboration with other schools in CPL network
- Digital Literacies and digital technology use, including school exchange
- Design Thinking and Inquiry Learning
- Inclusion Team- skill development in Case Management
- Spanish - curriculum development
- ACEL and QASSP conference participation- strategic team members

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	90%	91%	84%

* 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	95%	95%	94%
Year 1	95%	95%	94%
Year 2	95%	96%	93%
Year 3	96%	95%	95%
Year 4	95%	95%	95%
Year 5	96%	96%	94%
Year 6	95%	95%	95%

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	4	7	27	62
2017	6	7	23	65
2018	6	7	27	60

Proportion of Students
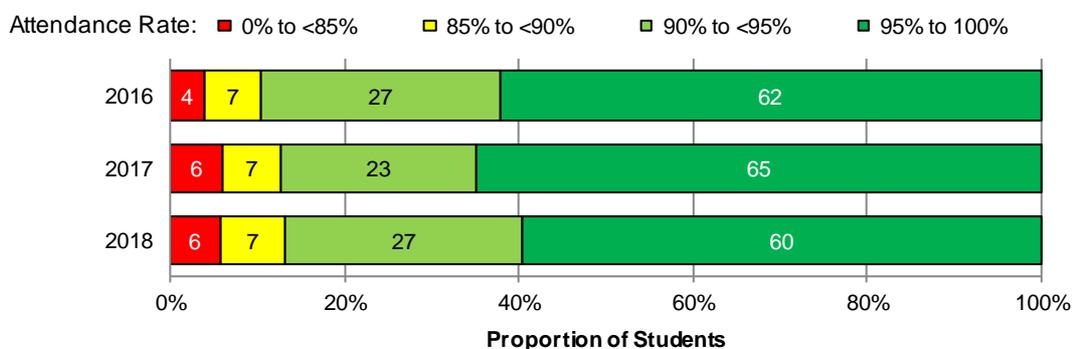
Description of how this school manages non-attendance

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.

Yeronga State School understands the correlation of regular attendance and student improvement and achievement. The school actively encourages attendance through the communication with students and parents. Attendance is monitored and reports are provided to the Principal with regard to regular absences or patterns of absence. Individual students who have regular absences are contacted via phone and in writing and Education Queensland polies are enacted.

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.