

# Yeronga State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	122 Park Road Yeronga 4104
Phone	(07) 3426 0333
Fax	(07) 3848 0094
Email	principal@yerongass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Debbie Spanner

## Principal's foreword

### Introduction

The School Annual Report outlines for parents and the wider community the achievements for Yeronga State School during the 2015 school year.

Yeronga State School has much to celebrate with good results across all year levels. All NAPLAN strands were above or significantly above the national average in all three year levels. There is an increasing number of students working within the top 20% of the Nation. Once again the Year 3 students showed outstanding results and improved on last year's performance with an average of 76.1% of students in the Upper 2 bands across all Literacy strands and 72.7% in Numeracy.

Parental satisfaction shows that over 94% of parents were highly satisfied in all areas that were questioned, with 98.9% of parents rating the school as having a strong sense of community. Student satisfaction levels have remained consistently high with over 94% or more believing their teachers care about them and 100% thinking the teachers encourage them to do their best.

Yeronga State School is committed to continuous school improvement and works collaboratively with the P&C and wider school community to achieve quality education outcomes for every child.

Debbie Spanner  
Principal

### School progress towards its goals in 2015

The school 2015 target was to have greater than 55% of students achieve in the top 20% of the nation for NAPLAN results and 100% achieving above the national minimum standard. We are moving closer to this goal each year, with the implementation of school based initiatives.

### Implementation of Australian Curriculum

During 2015, Yeronga State School introduced Civics and Citizenship and Economics and Business from the Australian Curriculum and embedded practices and approaches to English, Maths, Science, History and Geography. Teachers received professional development based on their individual needs for implementation of the curriculum.

Year levels partnered together in Year Level Planning and Moderation to ensure continuity, consistency and clarity of standards within and across the school. The development of learning ladders that demonstrate hierarchical goals for student learning were distributed and attached to English and Maths units of work. Learning ladders allow students to engage with their own learning and set individual learning goals for future success. These are being further refined and are beginning to be used in other areas of the curriculum.

### **Assessment for Learning and Assessment of Learning**

Extending and embedding teachers understanding and application of assessment practices was a priority. Assessment for learning with pre and post assessments and using learning ladders to inform teaching and learning. This continues to be embedded in classroom practice. Diagnostic and standardised testing is undertaken according to the schools assessment schedule.

### **Differentiation**

During 2015 teachers used class data to determine student learning needs and developed strategies to support and extend students according to their needs. Through a process of putting faces to the data meeting, teachers were able to share good practice and develop strategies for improving differentiation. Teachers developed a variety of classroom practices to establish a culture of differentiated practice across the school. While we have high expectations for differentiated learning, our staff are to be commended on their active participation and professional learning engagement to further develop quality practices for differentiation to ensure best possible outcomes for every child. Teachers engage with a variety of data sets which help them inform their teaching practices; triangulating and moderation practices help teachers to have greater confidence in the reliability and validity of their data. Highly able students are catered for within the classroom programme and where necessary additional support has been given through Numeracy and Literacy extension programmes. Students with English as an additional language/dialect receive support from the EALD programme, through individualised programmes run by the EALD teacher and teacher aide support. An EALD policy addresses the needs for integrating the students into the mainstream programme, with early identification of students who may still require support through the special needs programme.

### **Early Years Transition**

During 2015 YSS Prep teachers continued to engage with local pre-prep providers to gain valuable information to help our students' transition successfully into formal schooling. A review of the first six week transition program has been undertaken.

YSS is committed to achieving positive literacy and numeracy outcomes whilst monitoring carefully the physical, social and emotional growth of children. Using the Supporting Successful Transition policy, the school policies and practices were reviewed.

Our school uses a pre-screening process to ascertain children's strengths and challenges to allow us to cater for the varying needs of our young students entering the school and to prepare for programme delivery to best support each child's learning. Prep students were also given at least three opportunities to visit the school before actually beginning the 2016 school year. In 2015 this included an additional class visit with existing prep students and teachers. This was highly successful with teachers reporting that students had a better knowledge of how school "works" from watching others.

### **Coaching**

YSS Coaching program for 2015 used the research Strategic Enquiry and Growth coaching to further develop coaching practices within the school. Using Strategic Enquiry teachers focussed on the writing samples from target students and set goals for students. During the Growth coaching phase of the process teachers explored how they could change their practice to enable students to meet their goals. They then observed each other and gave quality feedback and feed forward. The triads consisted of two teachers and a member of the Strategic Team. All members of the triad were coached and observed within their own roles in the school. The triad approach was successful and is being used to introduce and embed the theories of action of Curiosity and Powerful learning.

### **Embedding ICT Strategies**

Teachers continue to upskill themselves in the area of Digital Technologies. Coffee Club mornings were held before school where teachers learned new skills, shared skills and practices.

A specialist teacher was contracted to model the introduction of the digital technology curriculum with a focus on coding and robotics at year 5 and 6 level.

### **Curriculum Framework**

During 2015 the YSS Curriculum Framework was further reviewed and refined. A team of skilled teacher practitioners with the Strategic Team was established to investigate future school improvement developments and opportunities.

Being introduced to the Curiosity and Powerful learning in late 2014, further exploration of this project was undertaken. All teachers were involved in Professional development on the framework with a plan for a three year roll out.

### **Enhance School Culture and Promote School Community Partnerships**

The partnership between YSHS and YSS continued to develop in 2015, with many classes accessing staffing and resources for cross school learning experiences.

School Community Partnerships and Engagement is a vital part of the YSS philosophy. The involvement of parents formally through the P&C and informally through leading school community initiatives has grown significantly during 2015. Communication methods continue to be developed through the support of the Parent Network, Qschools and email notifications.

This has led to greater communication between parents, with the common interest of supporting the school.

The establishment of the school community garden club was a highlight in 2015.

The P&C successfully won grants for the remodelling and expansion of the ANZAC memorial gardens and surrounds to celebrate the 100<sup>th</sup> anniversary of ANZAC. The school has a significant tradition in commemorating the ANZAC spirit dating back to the 1920's. A commemorative event was held in 2015, bringing together local community groups, past teachers, past school leaders and past Principals as well as P&C representatives to commemorate this significant event .

A highly successful school fete was held bringing together the school community and raising generous funds which will be used in keeping of the P & C strategic plan.

A committee was established of staff and parents to develop areas of the school that embody and enhance the principles of Nature's Play. This concept was introduced to the students through behaviour celebrations.

School personnel and the Speech Language pathologist offered professional development sessions for the member so the Early Years Network to help support young children in the local community.

### **School Facilities**

The following were facilities works carried out in 2015:

- Asbestos removal works carried out to Admin and L Blocks
- Cement replaced under C Block
- Cement stumps repaired under D Block
- Cement repaired outside B Block (facing F Block)
- Amenities block in Prep buildings painted
- Prep verandas painted
- B Block painted (end facing oval and side facing F Block)
- Stairs replaced at end of Admin block (facing Oval) and painted
- Stairs in E Block were back-blocked
- Steps to D Block (2 sets) were replaced and painted
- Carpet replaced in Music Room (after vandalism)
- Carpet replaced in Admin block offices
- 2 x Big Fans installed into Hall
- Anzac memorial gates installed, fencing and landscaping
- Wheelchair access modifications carried out in B, C, D, E and F Blocks
- Work commenced for installation of Lift in B Block
- Ceiling in F Block repaired
- F Block painted

### **Greater Results Guaranteed**

The following programs were enhanced with these funds:

- Employing a speech language pathologist (0.5 FTE) who:
  - Assessed all Prep students and teacher-referred students in Years 1 and 2, developing structured oral language programs for implementation by teacher aides
  - Trained teacher aides and parents to deliver programs
  - Monitored student progress
  - Established protocols for teaching of vocabulary
  - Implemented updated Oral Language programmes across Prep
  - Trained teachers and teacher aides in the rollout of the Read-it-again program
  - Worked on concept development, phonological awareness and pre-reading and writing strategies with students who were below the benchmark for Prep and Year 1
  - Developed and delivered a transition program for students in year 6 with poor language skills before their move to high school
  - Worked with early years network

- Increased teacher aide time in Prep to full time in the first semester
- Provided TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Employed an STLaN and six teacher aides to work in early years classrooms, with EAL/D teacher, for reading support. This included training and monitoring of the teacher aides
- Employed a part time numeracy teacher for targeted support for Year 3 and 5 students
  
- Employed a part time teacher to target literacy enrichment
- Employed a teacher aide to work with students with behavioral issues and students with significant learning difficulties for greater one to one support
- Engaged class teachers and school leadership team in school exchange visits to promote best practice
  
- Increased the GO for provision by .1 to further support at risk students with social and emotional needs
- Employed and trained a teacher to work with students with social and emotional issues using Art as a medium

### Future outlook

- Establish a School Improvement Team to further the implementation of Curiosity and Powerful learning
- Three theories of action were selected for implementation in the first year
  - Learning Intentions, Narrative and Pace
  - Cooperative groups
  - Higher order thinking
- Induction of new staff in YSS explicit lesson design, cooperative learning strategies and specialization approach
- Improve reading outcomes for P-2 students
- Embed balanced reading program
- Embed whole school writing program to deliver quality writing instruction in all classrooms
- Improve Mathematical Inquiry
- Create Mathematics extension group
- Maintain collection of reliable and accurate data and improve use by teachers
- Provide additional numeracy support in extension
- Improve access to human resources for supporting students socially and emotionally
- Improve digital pedagogy and introduce BYOD (MODE) and upskill staff
- Promote leadership opportunities
- Use I4S to obtain OT services to look at development of gross and fine motor skills in Prep students
- Develop strategies to implement robots and coding within the curriculum
- Introduce online learning programmes instead of using textbooks
- Establish HOC position
- Expand Spanish as the new LOTE language by including all years 3-6 students in 2016.

## Our school at a glance

### School Profile

Yeronga State School has been providing a quality education service to the local community for the last 145 years. The spacious school grounds, that include two ovals, soccer and netball fields and an environmental space, allows children to learn and play together happily and safely.

During 2015 the school had 23 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.

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	523	252	271	13	95%
2014	567	274	293	5	93%
2015	556	274	282	5	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Yeronga State School's enrolment was 556 students by the end of 2015. The student body consists of 63% from the highest socio economic group and 6% 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 are mostly from the local Yeronga community as Yeronga State School has become an enrolment managed school.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	23	18
Year 4 – Year 7 Primary	18	24	21

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	19	8	9
Long Suspensions - 6 to 20 days	6	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- Whole School Assessment Framework – School wide diagnostic and school based assessment to monitor and track student progress in relation to established benchmarks
- Learning ladders and Learning maps
- LOTE program - Spanish
- English as a second language or dialect program
- Literacy enhancement program
- Maths Extension Program
- Spelling Mastery Program Y 2 - 6
- U2B Numeracy Project
- ICAS Assessment Program – Year 2-6 – Computer Skills, English, Mathematics, Writing, Spelling, Science
- Jolly Phonics – P-1
- Metalinguistics – P-1
- Oral Language Program P-1
- STLaN managed programs at all year levels
- Trained parents and teacher aides in –
  - Support-A-Reader
  - Support-A-Writer
  - Guided reading
  - Numeracy
- Exceptional Learners Program – Year 5&6 – YSHS

## Extra curricular activities

### *School based*

- Instrumental Music Program –
  - Strings (Year 3-6)
  - Brass, Woodwind, Percussion (Year 4-6)
- Stele Voce – Senior Choir (5-6)
- Cosmio Singers – Junior Choir (2-4)
- Piccoli Voices – Choir (P-1)
- Chess Tuition
- Media Club
- Computer 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
- Spanish for younger students

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

Yeronga has a strong vision for the future of Digital Pedagogies and is working towards funding that vision, valuing Mobile Learning and focusing on the development of confident, safe and ethical digital citizens.

The school has:

- A computer lab
- A bank of 30 laptops
- Class based laptops
- Interactive whiteboards in all classrooms
- High capacity wireless connectivity throughout the school from Prep – 6, administration, the hall and Resource Centre.
- A range of digital devices allocated to teachers and available for borrowing including 136 iPads
- Dedicated ipads for special needs students where required

Teachers are trained in the creation and use of online spaces, digital portfolios such as Blackboard and edStudios/ edTube in The Learning Place. A number of teachers use these tools for sharing curriculum, communicating and collaboration with students, parents and colleagues.

Teachers access professional learning as well as sharing student learning with other schools, through One Channel webinars, using Elluminate Web Conferencing.

In 2015, the whole community was invited to develop their understanding and practices around Cybersafety through connections with the Cybersmart program.

## Social Climate

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 way 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 Responsible Behaviour Plan** – The expectations, rights and responsibilities of all community members are regularly published, modelled and monitored across our school. Term Behaviour celebrations recognise children who achieve A-C rating for behaviour. Staff, students and parents are involved in workshops to develop strategies for solving conflict using the Work-it-out wheel. School accesses behaviour services when required for students with specific needs.

### School Student Leadership Program

Year 6 students were given many opportunities to be leaders, including School Captains, House Captains, Sports Room Monitors and Tech crews. Responsibilities such as Prep Buddies and soccer referees supported younger students in their playground relationships and activities. A leadership camp was held in term 4 for our Year 5 students to prepare them for Leadership roles in 2016.

### 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 programme 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 2015 the chaplaincy program was delivered through a 2 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 practitioners, the workplace officer coordinated the return to work for injured and recovering workers.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	100%	98%	97%
their child likes being at this school (S2001)	100%	96%	96%
their child feels safe at this school (S2002)	100%	99%	98%
their child's learning needs are being met at this school (S2003)	100%	93%	92%
their child is making good progress at this school (S2004)	100%	92%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	91%
teachers at this school motivate their child to learn (S2007)	100%	91%	93%
teachers at this school treat students fairly (S2008)	97%	93%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	98%
this school works with them to support their child's learning (S2010)	100%	93%	96%
this school takes parents' opinions seriously (S2011)	97%	92%	93%
student behaviour is well managed at this school (S2012)	97%	97%	92%



**Performance measure**

Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this school looks for ways to improve (S2013)	97%	97%	97%
this school is well maintained (S2014)	97%	97%	94%

**Performance measure**

Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	99%	96%
they like being at their school (S2036)	96%	94%	96%
they feel safe at their school (S2037)	95%	98%	94%
their teachers motivate them to learn (S2038)	99%	99%	98%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	99%	96%	95%
teachers treat students fairly at their school (S2041)	95%	94%	88%
they can talk to their teachers about their concerns (S2042)	93%	91%	92%
their school takes students' opinions seriously (S2043)	91%	95%	91%
student behaviour is well managed at their school (S2044)	90%	93%	84%
their school looks for ways to improve (S2045)	98%	99%	98%
their school is well maintained (S2046)	96%	94%	95%
their school gives them opportunities to do interesting things (S2047)	95%	98%	93%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	86%	95%
they feel that their school is a safe place in which to work (S2070)	97%	100%	98%
they receive useful feedback about their work at their school (S2071)	83%	92%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	85%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	97%	95%
student behaviour is well managed at their school (S2074)	83%	97%	93%
staff are well supported at their school (S2075)	72%	83%	74%
their school takes staff opinions seriously (S2076)	67%	89%	68%
their school looks for ways to improve (S2077)	94%	97%	100%
their school is well maintained (S2078)	89%	100%	93%
their school gives them opportunities to do interesting things (S2079)	72%	86%	80%

# '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 encourages and welcomes the support of adults (parents, caregivers, grandparents, community members) in our classrooms to enhance and support the teaching and learning program.

The provision of parent education opportunities is imperative to our school community as the school respects the vital partnership that must exist between student, parent and school to ensure the best learning outcomes for every student. Opportunities parent workshops on literacy, numeracy and use of ICT are offered in our annual school calendar.

### Yeronga State School Parents and Citizens Association (P&C)

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. This shows a commitment by the community to the school.

During 2015 Yeronga State School P&C continued to embed the P&C Strategic plan enabling forward thinking and transparency of practice and expectations.

### Reducing the school's environmental footprint

Significant measures are in place to move the school towards an environmentally friendly communication format, significantly reducing the amount of paper used in favour of electronic communication. This baseline data will be monitored and opportunities for improvement will be sought. Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Reducing the school's environmental footprint will be an important focus moving into the future. Opportunities for the use of eco-friendly light fittings have been sought and activated.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	117,529	22,773
2013-2014	89,239	0
2014-2015	159,699	429

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

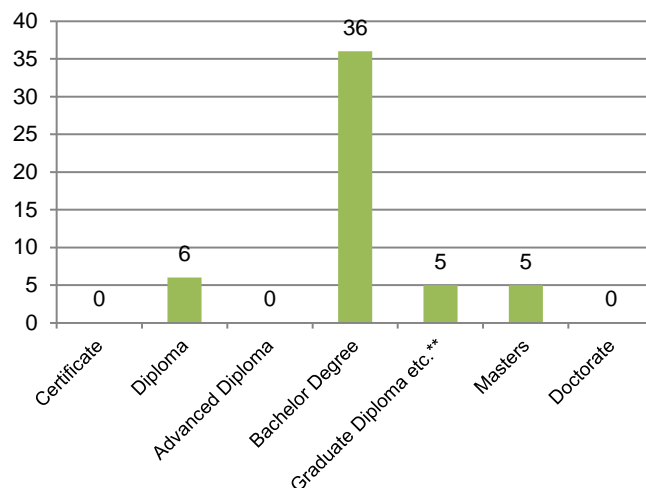
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	40	0
Full-time equivalents	38	21	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	5
Masters	5
Doctorate	0
<b>Total</b>	<b>52</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$10 896.63

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2015 were \$ 10,896.63

The major professional development initiatives are as follows:

- Coaching
- Curiosity and Powerful learning
- Leadership days
- Australian Curriculum
- Differentiation
- Data Collection and analysis
- Mindfulness
- Reading Comprehension strategies
- Aspiring leadership
- First aid
- Strategic Inquiry
- Strategic planning
- ACEL conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	87%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

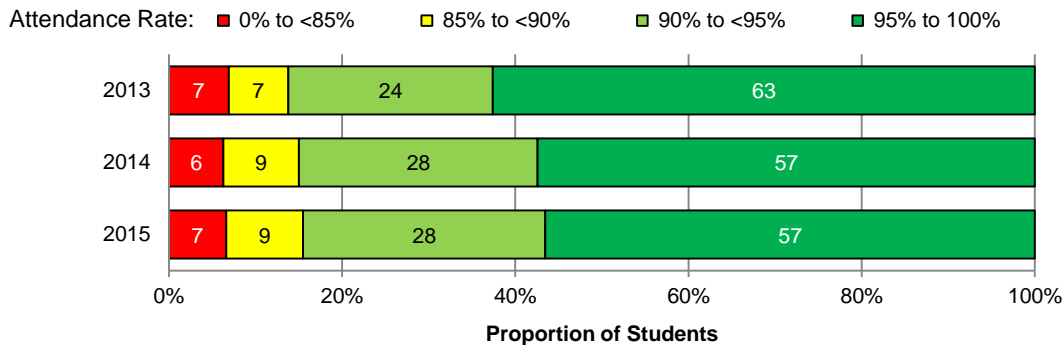
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	95%	95%	95%	93%	95%	94%	94%					
2014	94%	95%	95%	95%	95%	94%	95%	94%					
2015	95%	95%	94%	95%	94%	95%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## 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 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 polices are enacted.

## 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/>.

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### Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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