Principal’s foreword

Introduction

The School Annual Report outlines for parents and the wider community the achievements for Yeronga State School during the 2014 school year.

Yeronga State School has much to celebrate with good results across all year levels. There is an increasing number of students working within the top 20% of the Nation. Year 3 students were the real stars this year with an average of 64% of students in the Upper 2 bands across all Literacy strands and over 58% in Numeracy. All NAPLAN strands were above or significantly above the national average in all three year levels.

Parental satisfaction shows that over 90% of parents are highly satisfied in all areas that were questioned. Student satisfaction levels have remained consistently high with 96% or more believing their teachers care about them and 100% thinking the teachers encourage them to do their best. There was an increase in all areas of staff satisfaction.

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 2014

The school 2016 target is to have greater than 55% of students achieve in the top 20% of the nation for NAPLAN results. We are moving closer to this goal each year, with the implementation of school based initiatives.

Implementation of Australian Curriculum

During 2014, Yeronga State School implemented the Australian Curriculum in Geography and embedded practices and approaches to English, Maths, Science and History. 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 2014 teachers used class data to determine student learning needs and developed strategies to support and extend students according to their needs. 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. Gifted and talented 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 receive support from the EALD programme, through individualised programmes run by the EALD teacher and teacher aide support.

An EALD policy has been developed to address the need 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 2014 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 and shared, with our Pre-Prep providers.

YSS is committed to achieving positive literacy and numeracy outcomes whilst monitoring carefully the physical, social and emotional growth of children. 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.

Coaching
YSS Coaching program for 2014 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.

Embedding ICT Strategies
In the first semester all teachers had professional development on the use of interactive white boards. A group of teachers also attended training in the use of iPads in schools. A sub committee was formed to investigate the introduction of the MOD (My own device) programme. The increase of devices created by students bringing their own devices would allow for a greater access for all students to devices. We purchased 114 iPads, additional laptops for students, teachers and teacher aide use.

Curriculum Framework
During 2014 YSS developed a school Curriculum Framework. A self-review timetable was established. This was used to inform and develop the Developing Performance Framework and strategic direction for improvement to classroom instruction. Sub-committees were established to review the reading framework and develop the writing and problem solving frameworks.

Enhance School Culture and Promote School Community Partnerships
The partnership between YSHS and YSS continued to develop in 2014, 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 2014, with the establishment of a parent support network. Each class has a parent representative who liaises between the school and the parents. This has led to greater communication between parents, with the common interest of supporting the school.

**Year 6 and Year 7 Transition to High School-2015**
Forward planning of the management of Year 6 and 7 transition to high school in 2015 led to the development of a multi-age, specialised approach for the 2013 Year 6/7 cohorts. A team of three teachers were working closely together, taking their students in their final year of school as a cohort. This approach allowed for the specialisation of some subjects, widened the students’ support base and will support a seamless transition for both year levels.

Teachers from the YSHS and from YSS made classroom observations in each other’s classrooms and discussed and planned for smooth transition, the pastoral care and organisation of the students moving into high school.

A strong partnership between YSHS and YSS, ensures continuity in learning for students and an alignment of expectations and standards for students and teachers. Students were offered many orientation opportunities into life at high school.

**School Facilities**
During 2014 the following work was completed at YSS -
- L Block – master keyed
- An Engineer’s report on floor in the Music Room was sought to review possible replacement
- Block K painted inside in readiness for a fifth Prep class
- Block which used to be the Preschool building was removed
- Improved lighting around Tuckshop and Hall for security
- Plumbing work to improve drainage
- Replacement to fencing and gate in Junior part of the school
- Blinds installed in Music Room, Hall and Year 1 classrooms

**Greater Results Guaranteed**
Teachers were released weekly in triads, including a member of the Strategic Team, to analyze student work, plan response, class observations and review (strategic inquiry - peer coaching). Additional resources were purchased to improve student engagement and support students with learning difficulties. These included home readers, guided readers and iPads for accessing e-books and appropriate apps. The school increased Teacher Aide resources to support Literacy and Numeracy classroom programs, under the direction of the STLaN. The STLaN was also employed 0.3/ week to improve data collection practices, design and monitor targeted support programs for individual students in the areas of Reading and Numeracy. Teacher Aide time in Prep was extended to full time.

**Future outlook**
- Explore project based learning as a basis for future curriculum orientation using the Powerful Learning
- 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
- Establish whole school writing program to deliver quality writing instruction in all classrooms
- Improve problem solving in Mathematics
• 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
Our school at a glance

School Profile

Yeronga State School has been providing a quality education service to the local community for the last 144 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 2014 the school had 23 general learning co-educational classrooms in operation.

The aim of Yeronga State School is to maximize 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

Year levels offered in 2014: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>513</td>
<td>233</td>
<td>280</td>
<td>98%</td>
</tr>
<tr>
<td>2013</td>
<td>523</td>
<td>252</td>
<td>271</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td>567</td>
<td>274</td>
<td>293</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Yeronga State School's enrolment for 2014 was 552 students by the end of 2014. 61% of the student body are from the highest socio economic group and 12% 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 20% is made up of English as Second Language (ESL) students. ESL 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 although some students travel some distance to attend the school due to its location close to the city, public transport and the availability of quality before and after school care on the school site.
### Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>22</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through appeals process. *Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

- Exceptional Learners Program – Year 6&7 – YSHS
- Jolly Phonics – P-2
- Metalinguistics – P-1
- Oral Language Program P-1
- STLanN managed programs at all year levels

Trained parents and teacher aides in –

- Support A-Reader
- Support A-Writer
- Support A-Number

- LOTE program
- English as a second language or dialect program
- Literacy enhancement program
Maths Extension Program

Spelling Mastery Program

U2B Numeracy Project

ICAS Assessment Program – Year 2-7 – Computer Skills, English, Mathematics, Writing, Spelling, Science

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

**Extra curricula activities**

_School based_

- Instrumental Music Program –
  - Strings (Year 3-7)
  - Brass, Woodwind, Percussion (Year 5-7)
- Stele Voce – Senior Choir (5-7)
- Cosmio Singers – Junior Choir (2-4)
- Piccoli Voices – P-2 Choir
- Chess Tuition
- Media Club
- Computer Club
- Maths Olympiad
- Maths Club
- Sports skill training by sporting groups such as Auskick, Qld Cricket development officers, Backyard Rugby league development officers
- Fitness and Sports Training (Cross country training, athletics training, smart moves)

_P&C implemented_

- Art lessons
- Guitar
- Piano Lessons
- Tennis Coaching
How Information and Communication Technologies are used to assist 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
- Interactive whiteboards in all classrooms
- High capacity wireless connectivity throughout the school from Year 1 – 7, administration, the hall and Resource Centre.
- A range of digital devices allocated to teachers and available for borrowing including 114 iPads

Most 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 2014, the whole community was invited to develop their understanding and practices around Cybersafety through connections with the Cybersmart program. A number of Teacher Aides were trained and work toward being awarded their Certificate of Digital Practice.

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.

School Student Leadership Program - Year 6/7 students are given many opportunities to be leaders, including School Captains, House Captains, Sports Room Monitors and Tech crews. The introduction of Prep Buddies and soccer referees has supported younger students in their playground relationships and activities.

Students in Years 3, 6 and 7 participated in a conflict resolution programme called “Working it out”. An outcome of this was the development of a peer mediation programme run by the school leaders.

A leadership camp was held in term 4 for our Year 5 students to prepare them for Leadership roles in 2015.

Student Council – Representatives from Year 3-7 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 to ensure the voice of all students is heard. In addition, they are all given the opportunity to contribute to social justice programmes, such as collecting funds for charities.
School camping programs for Years 4-7 at a variety of off campus sights was offered.

Chaplaincy program – In 2014 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 7.

Workplace Rehabilitation Officer – supporting injured workers in returning to work

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>88%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>97%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>82%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>82%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school* (S2003)</td>
<td>85%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>94%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>94%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>85%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>87%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns* (S2009)</td>
<td>94%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning* (S2010)</td>
<td>91%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously* (S2011)</td>
<td>96%</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>85%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>98%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>96%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>87%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>86%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>99%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>96%</td>
<td>95%</td>
<td>98%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>97%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>97%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>83%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>83%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>72%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>67%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>89%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>72%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

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

# ‘Agree’ represents the 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.

### Involving parents in their child’s education

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 2014 Yeronga State School P&C refined their business plans for each of its sub-committees, worked towards embedding the P&C Strategic plan enabling forward thinking and transparency of practice and expectations.

The P&C Executive are to be congratulated on their commitment to ensuring the community and school partnership is aligned in seeking the best opportunities for our students.

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 sort and activated.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>3,362</td>
<td>3,102</td>
</tr>
<tr>
<td>2012-2013</td>
<td>117,529</td>
<td>22,773</td>
</tr>
<tr>
<td>2013-2014</td>
<td>89,239</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>52</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>
Full-time equivalents 38 20 0

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>36</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>

*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 2014 were $10,644.30

The major professional development initiatives are as follows:

- Coaching
- Problem Solving
- Leadership days
- Writing
- Australian Curriculum
- E-learning – iPads, IWB
- Differentiation
- Data Collection and analysis
- Mindfulness
- Reading Comprehension strategies
- Aspiring leadership
- Languages
- First aide
- Strategic Inquiry
The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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/](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

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 webpage.

School financial information is available by selecting “School finances” in the menu box in the top left corner of the school’s entry 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

<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate for all Queensland Primary schools was 92%.
Student attendance distribution

The proportions of students by attendance range.

![Attendance Rate Chart]

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 policies 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/](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.
Find a school

Search by school name

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 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 2014 indigenous students were supported to ensure attendance was regular. Communication with guardians about support programmes is seen as vital. Students who require support are identified and supported through school intervention practices and standard classroom practices. Where needed additional teacher aide support is provided to support and address both behaviour and academic concerns were appropriate.