Yeronga State Primary School is an all-comers co-educational school in Brisbane’s inner south-west. Presently enrolments total 510 of whom 79 are in our preparatory classes. An additional 83 attend Yeerongpilly Early Childhood Development Unit for preschool deaf children. The 2010 school census enrolment was 544 with 247 girls and 297 boys. The enrolment continuity from February to November, 2010, increased from 84% to 87% in 2010.

Our proud school captains say the best things about their school are the standards of teaching and learning, the number of friends they have and the opportunities all students have to participate in the life of the school.

Yeronga Primary is a learning place where energy is contagious and spreads quickly to parents and teachers. This happens because the school sets standards of excellence, establishes what it stands for and decides upon definite guidelines to accomplish such success.

Our wonderful school image is conveyed by our people through our learnings, dress, speech and behaviour: a pattern formed over many years.

Our school prides itself on its teaching and learning practices across all regular curriculum areas from the time children enter into our Preparatory Centre to their time of exit from our Academy of Year 7. Our enrolment continuity across the 2010 school year was 87%. We operate under our banner of TEAM YERONGA : GREAT SCHOOL and our school has developed a wonderful reputation for its music and cultural pursuits, sporting opportunities and excellence, as well as social and humanitarian programs involving student participation. In 2010, Yeronga Primary regained 1st place in the all-schools district athletics title after being the premiers for 7 years in a row, 2001-2007. Our young athletes have had a top 3 finish in each year of the past decade. Similar results have come with the district cross country title where Yeronga went back-to-back to 9-peat the premiership title, 2002 – 2010, and then finish 3rd in 2011. Yeronga has justly claimed the rights to being The School of Running Excellence within the Sunnybank Sports District.

Yeronga’s school population continues to reflect the growing diversity of modern Australia. In 2011 there are 141 students from 39 overseas countries speaking over 48 languages. Many of these are from a refugee background and some of these students already speak 2 or 3 different languages. 71 of the new arrivals are eligible for English Language Support provided currently by an experienced team of teachers, teacher aides and dedicated volunteers. The largest group of these students comes from Africa with 21 Sudanese, 12 Liberian, 5 from Burundi, 2 from Sierra Leone, Zimbabwe, Somalia, Ethiopia and 1 from Togo and Nigeria. There are 11 from India, 9 from Malaysia, 5 from China and PNG, 4 each from the Philippines, Sri Lanka, Cook Is., Iraq and Afghanistan and 3 from New Zealand. The remaining students include 2 each from Saudi Arabia, Russia, Thailand, Niue Is., France, Pakistan, Vietnam, Serbia and Singapore and 1 each from Slovakia, Fiji, Tonga, Japan, Cyprus, Syria and Kurdistan. Of the 371 Australian born students 9 are of Aboriginal descent and 1 from the Torres Strait Islands.

Yeronga has an inclusive, caring culture and aims to encourage and value the multicultural aspect of our school family and to show respect, tolerance and compassion for everyone in the school community at all times. By working together in such an inclusive school environment all values of getting along in our diverse school family are enhanced. Such assistance to these students from so many countries continues to add to the profile of the school.
The school has been established for 140 years and has developed and maintained many enhancements. In 2010 major projects were completed due to success with government grants, community fundraising and the stimulus packages under The Building Education Revolution. These included upgrades to our senior section classrooms under the aspects of National School Pride and the upgrade and additions to our hall and attached Resources Centre under the program of Projects for the 21st Century. Through the State School of Tomorrow program we saw much renewal to our toilet blocks as well as further maintenance and equipment to our middle school section classrooms. Our tennis court complex was completely resurfaced, fenced and marked to give it a sensational look with its four courts. We applaud the work done by our groundsman to enhance our ecology plot area and create an outdoor picnic and learning area which we now call Paul’s Place. Projects in environmental sustainability are now being planned to take our outdoor learnings further. In 2010, Yeronga was chosen by the Minister to be the launching school for the recycling project. Now red and yellow topped wheelie bins are everywhere to be seen. The installation of additional roofs and covered walkways linking our prep centre to the infants building lifted these facilities for our younger students. Plans are well in hand now for further improvements to lunch eating and gathering places in associated junior areas, including the enhancement of the bitumen quadrangle within the building complex.

Our school is widely recognized within the Education Queensland system for the leadership, assistance and modelling it gives to visitors from overseas universities who come to us to see classroom school operations. People from Korea, Malaya, Chile, Japan and the like make such visits to interact with our teaching workforce and students at work. Yeronga Primary is also highly rated as an effective school for preservice teacher education. Many of our senior teachers are wonderful mentors providing supervision and leadership in this important area of teacher training to ensure succession in the teaching profession. This busy and essential work with teacher education faculties of various universities has been highly lauded and brings congratulatory commentary to our teaching staff.

Involving Parents with their child’s Education

Our Parent and Citizens Association is highly active and contributes significantly to the school by way of provision of resources, assistance to representative students and advice concerning school based activities and curriculum issues. Parents and caregivers are highly interactive with the school through Parent Nights, Parent-Teacher Evaluation Conferences, Information and Orientation Sessions as well as Support a Reader/Writer Workshops. The work of our School Chaplain who works in the role of an additional support person, carer and person-of-trust for those in need is applauded. Our chaplain also organises counselling sessions for parents as well as being that extra adult within and about our buildings and playgrounds. The work of our parent community, together with gathered volunteers, to provide a flood relief centre upon our grounds and within our buildings proved to be an essential gathering place for severely affected people from the natural disasters of the floods of the past summer. Yeronga school has withstood a test in time to provide this service.
Parent - Student - and Teacher Satisfaction - with the school

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents / caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of parents / caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
</tbody>
</table>

Distinctive curriculum offerings for our students have included, amongst others:
- Teachers work diligently to MAXIMISE ACHIEVEMENT for every student in every classroom, every day.
- Year 7 Science lessons at Yeronga State High School science laboratories. Year 7s also do art lessons at the High School. Unfortunately the summer floods of 2010-2011 have prevented the shared use of High School facilities including the gymnasium, for much of 2011. However, the links are in place for co-operative usage as soon as possible.
- Inclusion in the Exceptional Learners Program hosted by Yeronga High has seen chosen Year 6 and Year 7 students in extension programs in mathematics, science, english, japanese, german media and information technology, health and physical education, and studies of society and environment.
- A number of our advanced learners also participated in the Young Scholars Program hosted by the Academy for Science, Mathematics and Technology.
- Oral language and speech screening completed under the direction of a Speech Language Pathologist for all preparatory children. This is used for monitoring, grouping and programming for students needing further language development. On-going regular speech-language sessions are completed by trained teacher aide personnel.
- Pre-compulsory education to Year 3 classroom literacy practices is embedded and the program of ‘Jolly Phonics’, implemented since 2001 at Yeronga, has become a cohesive practice across these early years.
- For Prep and Year 1 students, the metalinguistic awareness assessment identification support and re-evaluation for all students with ongoing monitoring for those scoring below benchmark standards has enhanced results.
- Constant monitoring of all students P - 7 literacy and numeracy development with individual or small group support led by qualified teachers and trained parent volunteers.
- Our Languages Education through the teaching of German in Years 5, 6, 7 is regarded as one of the best programs in Brisbane with excellent participation and results in the promotional opportunities at The German Club and at the University of Queensland.
- Redesigned approach to English Second Language teaching especially for refugee students incorporating: - support within classrooms - withdrawal support - small homogeneous groups - individual support - use of African youth worker and recently appointed school chaplain - English as a Second Language students receive intensive support from qualified ESL staff in all areas of the curriculum aligned with classroom needs.
- Our program of Smart Moves Initiatives includes:
  - 30 minute daily fitness activities for all classes supported by added resources provided by the Parents and Citizens Association
  - exercise and fitness sessions led by students of Southbank T.A.F.E. studying recreational activities
  - extra curricula sessions such as Running Club supervised by staff teachers to promote training for participating students
- The unequalled Community Music Program combines classroom music and cocurricular programs to cater for our adverse multicultural population. Our unique presentations using technology in music
are ahead of our time and attract an interest in music education that appeals to people of all abilities and interest.

Complementary activities for our students in extra-curricula areas involve widespread participation in chess tuition, tennis coaching, after school music and drama teaching, sports practices as well as general fitness and stamina training. Such inclusions have helped us enormously towards success at district, festival and eisteddfod levels.

Distinctive talents of staff are many and varied as our people possess a range of depth of knowledge, skills and experience. Staff volunteer for involvement in program management in curriculum areas in which they are interested and where they believe they can make a contribution. A talents’ audit has revealed a wide range of interests and expertise. Our last Quadrennial School Review parent survey indicated a high level of satisfaction with Yeronga Primary staff. Parent responses described administration, teaching and office staff as approachable, caring, enthusiastic, motivating, accommodating and friendly. Parents believe that staff give encouragement to students and demonstrate positive attitudes and feelings.

Teaching Staff Development: As well as student-free-day activities, staff of all dimensions have been involved in professional development sessions inhouse. These occur before, during or after school. These sessions are opportunities for staff training and mentoring as well as providing a time for feedback from personnel who have been to conferences, workshops and network meetings.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>49</td>
<td>29</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-Time Equivalents</td>
<td>38</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers: Numbers of classroom teachers and school leaders at the school...

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>11</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
</tr>
</tbody>
</table>

Average teaching staff attendance:
- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2010.

Staff Morale
- Percentage of staff members satisfied with morale in the school was 91%.

Proportion of teaching staff retained from the previous school year:
- At the end of the 2010 school year, 100% of staff were retained by the school for the entire 2010 school year.

Expenditure on and teacher participation in professional development:
The involvement of the school workforce in professional development activities during 2010 was 87%.
The total funds expended on teacher professional development in 2010 was $14 411.
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives was 87%.
Percentage of general component of school grant budget or equivalent expended on learning and development for school staff was 15% of budget or equivalent in 2010.
Major professional development initiatives over the past year...

The professional development falls into two categories:
- that which is provided by school personnel in the school setting; and
- that which is provided by outside agencies and institutions

All members of our workforce are unanimous in wanting to commit to reflective practice and ongoing professional renewal. The range of professional development activities offered at Yeronga State School has enhanced or changed practices for each individual teacher.

In-kind professional development activities undertaken have included:
- First Steps in Mathematics
- Yeronga State School English and Mathematics Scope and Sequence
- Aussie Identities - personal development
- E - learning
- I.C.T. Certificates
- Year 4, 5, 6, 7 teachers - Data Analysis and Recommendations
- Year 3, 5, 7 teachers - NAPLAN preparation
- Year 4, 6 teachers - QCAT Learning and Assessment Agenda
  - Unit Planning and Moderation
  - QCAT Preparation
- Teaching Comprehension, Years 4 - 7
- Early Years Conference Years P – 2 teachers
- One Portal
- One School release
- Preparatory information for Teaching and Learning Audit

The teacher aides’ professional development involved sessions provided at school run by members of staff as well as sessions provided at other venues by Education Queensland and other agencies. Each of the teacher aides has a variety of areas of responsibility so a wide range of professional development options is covered. i.e. autism, language, first aid and the like.

Teachers believe that professional development increases the knowledge base, raises awareness, offers new approaches and practical ideas, as well as provide opportunities to work collaboratively.

Recommendations For The Future On This Workforce Topic Are--.
That Yeronga Primary:
- continues its commitment to reflective practice and ongoing professional renewal
- ensures 100% of teaching and paraprofessional staff are engaged in some form of inservice or provided inservice facilities
- maintains in excess of 80% of its workforce engaged in professional development opportunities
- budgets for more than 10% of its general grant money to be expended on professional development for school staff
- continues to build upon the strengths and networks of the workers in the organisation development and encourages responsibility and initiative for all individual and teamwork

Distinctive Curriculum Initiatives
Music Education: Instrumental, Classroom and Community Music Programs

The music program of our school comprises three connected elements: the classroom music program – a strand of The Arts KLA, the Queensland Instrumental Program, and our unique Community Music Program.

Instrumental Music

Yeronga State School offers both elements of the Queensland Instrumental Program – a program that enables selected students to access free tuition and ensemble involvement, from highly skilled and qualified instructors, on Concert Band and String Orchestral instruments only.

Our Instrumental Program has gone from strength to strength under the direction of our wonderful program directors, Mrs Tamsyn Eastgate (Strings) and Mr Phil Ryan (Band). Notable achievements in 2010/11 are:

- Increased retention rate of new and continuing students, reflecting well-targeted recruiting procedures.
- Higher numbers of students selected to attend the District Music Camps.
- Increased satisfaction of parents and students with the organisation and offerings of the programs.
- Participation in the Music Fest, and Education Queensland’s Fanfare competitions.
- The addition of new community performance opportunities. (Winter Concert and Strings Soiree).
- Senior Concert Band performing weekly at the Senior assembly.
- High attendance at rehearsals and group lessons.
- Implementing a new text “Essential Elements” for Concert Band students.
- Junior Band attending a District Beginner Band day at Kelvin Grove State School.

Audiences have experienced a performance level from all ensembles (Amati, Stradivari and Brandenburg Strings, plus the Junior and Senior Concert Bands) that is unsurpassed in recent times. The annual Music Showcase in November 2010 christened our refurbished Hall, (along with a new extension and stage and seating format), with a night of outstanding performances from our young musicians, and a celebration of their achievements. The improved structure of this facility allows concerts to happen in a seamless and connected way, with all students seeing their peers performing.

Classroom Music

The classroom music program is delivered to all students, and is assessed and reported on from Years 1 to 7. The Year 1-3 program is driven by Kodaly and Orff approaches, with units of work based on a musical concept, historical or cultural theme driving learning in the Senior School. Our set of Orff Percussion, African Marimbas and range of technology tools support learning at all levels.

Notable innovations in 2010/11 are:

- the implementation of the Safe and Happy at School Project. Students in the Junior School experience song writing through learning a range of songs specifically written to communicate our school rules, and expectations and express ourselves as a community. From this modelling classes and individuals are encouraged to create their own songs for new rules and events.
- Virtual Classroom use, for anywhere, anytime learning, was implemented in Year 6 &7.

The skills of our Music Specialist, Jayne Plumridge were recognised when she was awarded one of 13 awards nationally, in the 2010 ASME National Awards for Music Education.

EXTRA CURRICULAR ACTIVITIES

Community Music Program

Directed by our music specialist, this unique approach to extra-curricular music evolves from year to year, with ensembles formed and offered according to the changing needs, interest and talents of our community. In 2010 groups offered were: Bella Recorder Band, Bashasha and Jami Marimba Bands, Stele Voce Choir and Cosmio Singers, and MusiTech. In 2011 an extra technology group was added in place of recorders.

Notable innovations in 2010/11 are:

- The use of a Virtual Classroom for the delivery of all learning resources, information and online collaboration for the Stele Voce Choir- our move towards working digitally.
- The implementation of MusiTech – blending technology with creating original music- using.
• Choral workshops with Yani, a noted community music choral facilitator.
• The addition of professional Choir risers to our Hall.

Further achievements were:
• Stele Voce being awarded a Gold award and finals berth in the Queensland Music Awards, seeing them perform with Brisbane’s very best choirs.
• Groups participating in community events such as ANZAC Day and Harmony Day.

Yeronga's Community and Instrumental Music programs continue to involve an increasing number of students from Years 3 to 7 each year, with 45% of these students involved in some way in 2010.

**English Second Language, E.S.L. outreaches……..**

• Homework Club run by E.S.L. staff and volunteers two afternoons after school
• Involvement of students and parents with agencies to promote: health and well being: healthy lunches; healthy and active lifestyle

**Languages Education : The Teaching of German student promotional opportunities.**

Yeronga Primary embraces Languages of the World through its German studies. A focus is to raise the awareness of the importance of languages worldwide. Our teaching of German and related programs is regarded as one of the best in any Brisbane school. Through the classrooms of Years 5, 6 and 7 and into the outer community Yeronga students are engaged in:

• Kinderkarneval at the German Club
• Verse Speaking Competition, Goethe Society, University of Queensland
• Writing competition promoted by the Modern Language Teachers Assn of Qld
• German Quiz Showcase for Year 7 students
• Medieval Festival in conjunction with Year 6 classrooms, teachers and students
• Year 5 Performing a Play – German fairy tales
• Gingerbread House – Christmas in Germany
• Healthy eating unit with food tasting and making black forest cake
• Tipp-Kick Competition at the German Club
• LOTE Olympics promoted through the LOTE Centre

Outstanding results have been attained by Yeronga students in many of these German competitions.

**Southbank Institute T.A.F.E. , Physical Activity Lessons…..**

For a period of the past ten school years classes in our school have been able to engage with outdoor learning activities provided by adult students of both Yeronga and Southbank Institutes of T.A.F.E. These onsite lessons provide instruction in sport, fitness and recreation activities and are led by T.A.F.E. students wanting practical experiences as part of their courses. In turn, our children use more ropes, balls, hoops, paddlebats and the like to complement their Smart Moves actions. Our children say they are going to TAFE lessons and love this different form of interaction. Supervision is provided through the TAFE instructor who works in harmony with our classroom and physical education teachers. There has been no doubt that we have been the right school in the right place for all of this extra attention. To see our Yeronga Primary students engaged in such purposeful activity is a delight for all concerned.
PERFORMANCE OF OUR STUDENTS

Student Attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was **95%**

Student Attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7</td>
<td>96%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Every Friday morning (after roll-count), rolls are brought to the office, visually checked for inconsistencies by the principal, and details of absences for the week then entered on SMS. Those absences which are notated as “unexplained” are counter-checked with the phone-in absences recorded at the office, in case these absences were not passed on to a teacher. Students who have a continued “unexplained” absence which spans successive Fridays will be usually followed-up with a phone call by the school secretary. In those instances, where no contact is made, further attempts are made on a continuing basis.

On the very occasional instance, where no contact is made by either the students family or another school, the student is usually marked as left. The period of time before this is done can vary depending on the student's ethnicity and the possibility of an “overseas holiday” – but is usually of the order of 4 – 6 weeks.

School Disciplinary Absences - 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions – 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
</tbody>
</table>

eLearning – 21st Century learners

Yeronga boasts a two day a week eLearning manager supported by a Systems Technician four hours a week. A renewed vision for 21st Century learning at Yeronga State School commenced in July 2010 - moving from traditional to transformational ways of working, communicating, teaching and learning. This involved a wide ranging investigation of the eLearning agendas and support services made available by Education Queensland, followed by the development of an agenda that reflected the aspirations and needs of the Yeronga community. Consequently, a new structure for the management and advancement of eLearning was formulated, with a strong bias towards improved effective management practices and productive professional development, recognising teachers as individuals and life-long learners.

Working Digitally

Transforming communication and administration from paper to online modes, with 24/7 access, has been the focus of this area. Notable innovations in 2010/11 are:

- the implementation of a dynamic staff intranet, or Teamsite, to facilitate 24/7 communication, document and link storage/access, IT Faults reporting and management, and a range of forms of collaboration,
- extension of the use of One School to include Diagnostic testing data, timetabling, markbooks and planning,
- the distribution of new Dell Laptops for Teachers, moving to Windows 7 and Office 2010,
- the implementation of an online booking system (SOBS) for room and resource booking 24/7,
- the addition of two Teamboards to our existing six interactive whiteboards in Senior classrooms, opening access to every class, supported by the purchase of Easyteach Next Generation software,
- the introduction of the (New) Learning Place and eCurriculum as a rich source of teaching resources and content delivery,
- an increase in the bandwidth of our internet service, and
the purchase of 3 laptops to ensure staff without a CFT laptop can also work digitally.
Various other measures to improve efficiency and manage productivity costs were also implemented.

Enabling Learners
Reliability, access and productivity issues were the focus of enabling students to grow as 21st Century learners. Notable achievements in 2010/11 are:

- the trial of Virtual Classrooms and Learning Pathways,
- opening up the Chad Cunnington lab for lunch-time use 3 days a week,
- students using new digital video cameras to record community events, as well as running audio systems,
- improved management of the Systems Technician’s time and the lab in general to ensure faults and requests are attended to in a timely way,
- introduction of headsets into the lab – one for each machine,
- the selection of a range of digital tools to trial in 2011, and
- the development of a school-wide CyberSafety and Anti-CyberBullying program.

Come July 2011, our eLearning vision will be released to the whole community in a hands-on event, showcasing the great value of anywhere, anytime learning, and the resources needed at home to make use of such opportunities.

Developing Professionals
In 2011, eLearning has been named as a focus area for staff professional development. To this end, each pupil free day and many staff meeting sessions have been devoted to a range of eLearning initiatives, enabling our staff to move along the Smart Classrooms Professional Development Framework.

Notable achievements in 2010/11 are:

- 30 staff being awarded their ICT Licence,
- staff accessing training and support through Virtual Classrooms as Learning Pathways in the Learning place, as they will do in their own teaching,
- the introduction of eCafes – more individualised after school professional development for staff on specific digital tools,
- the identification of eLearning Leading Teachers who trial digital tools and ways of working, and are supported to develop eLearning pedagogy while mentoring others,
- improved communication of individualised PD opportunities – One Channel webinars, Library Services workshops,
- four eLearning leading teachers being supported to work towards their Digital Licence aiming to become facilitators themselves in 2012, and
- the eLearning Manager completing training courses in eLeadership and Webinar Facilitation.

Enterprise Platform
Difficulties with our school website have continued, with an interim solution proposed for August 2011. The replacement of the main server, one additional switch, additional and replacement printers plus replacement staff lap-tops and class desktop machines have been costly, but needed. High Capacity wireless has been ordered for the new Resource Centre and additional points will be installed in the Junior School main building. This will allow for the use of a set of up to 20 lap top devices due to be supplied as part of the BER. Our eWaste is now recycled by students of Goodna Special School who develop skills as part of VET training.

Overall, a good understanding of what transformational teaching and learning means has been developed in the past year. It has been recognised that sourcing funding for system maintenance and eLearning innovation is a challenge requiring some innovative thinking in itself.

While some very productive action has been taken at a management and enterprise level, 2011 heralds the development of quality digital pedagogical practices and a vision for 21st Century learners at Yeronga State School.
Year 2 Net Non-Additional Support with Statewide and Like Schools Benchmarks

All Students

What are the percentages for additional support?

Official scores from the Corporate Data Warehouse on the 2010 Yeronga Primary comparative results and non-additional support entitlements concerning our 2010 Year 2 Net results:

Share these scores for children not requiring additional support:

<table>
<thead>
<tr>
<th>Year 2 Aspects</th>
<th>2010 Yeronga Result</th>
<th>2010 EQ Target Set for Yeronga S.S.</th>
<th>Statewide Comparative Result</th>
<th>Like Schools Grouping Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79.1%</td>
<td>80%</td>
<td>77.0%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>85.1%</td>
<td>87%</td>
<td>85.6%</td>
<td>90.6%</td>
</tr>
<tr>
<td>Number</td>
<td>86.6%</td>
<td>82%</td>
<td>82.9%</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

Looking back past years cohort results.....

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.4%</td>
<td>86.2%</td>
<td>81.8%</td>
<td>82.4%</td>
<td>84.4%</td>
<td>81.0%</td>
<td>79.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>92.7%</td>
<td>88.7%</td>
<td>90.9%</td>
<td>92.6%</td>
<td>90.6%</td>
<td>90.5%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Number</td>
<td>84.1%</td>
<td>85.0%</td>
<td>86.9%</td>
<td>86.8%</td>
<td>92.2%</td>
<td>83.3%</td>
<td>86.6%</td>
</tr>
</tbody>
</table>

To keep maintaining consistent figures with similar schools of our Index must bring personal satisfaction to all people connected with our school. It is a very competitive world to go above and beyond so complacency will never be the order of our day. Meritorious results exemplify our systems and processes. It's all about the Team Yeronga ethic. In our current Year 2 block there is a significant number of students with high level learning needs and a number with a language background other than English. These receive various levels of ESL support. However our sound results continue to match expected benchmarks with consistent figures.

Let's put our hands together and applaud the wonderful “hard work” teaching and learning which happens in our Early Years Sector. Such sustained figures over a long tenure are a testimony to the teachers and students across our infant sector.

Congratulations!
Achievement - Closing the Gap

Yeronga State School is a member of the DARE TO LEAD COALITION.....A group of Australian schools and Educational Institutions publicly committed to advancing the cause of reconciliation between Australia’s indigenous and non-indigenous people.

In Partnership with families and communities we commit ourselves to...
- accelerate improvements in the quality of education outcomes for our Aboriginal and Torres Strait Islander students
- support the recognition and understanding of their histories, culture and contemporary lives, both through the formal curricula and in the many other opportunities school life provides for acknowledging and celebrating these matters, and
- encourage the establishment of personal relationships transcending past and present cultural boundaries.

A summary statement about school engagement for our students:

2010 Enrolment, Attendance Rates, Continuity

All Students

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments (July)</td>
<td>71</td>
<td>60</td>
<td>68</td>
<td>45</td>
<td>60</td>
<td>63</td>
<td>99</td>
<td>78</td>
<td>544</td>
</tr>
<tr>
<td>Attendance %</td>
<td>92.3</td>
<td>94.4</td>
<td>93.8</td>
<td>95.3</td>
<td>95.9</td>
<td>95.0</td>
<td>94.7</td>
<td>95.7</td>
<td>94.6</td>
</tr>
<tr>
<td>N &lt; 85 Attendance</td>
<td>10</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>New % (Feb-Nov)</td>
<td>6.7</td>
<td>6.6</td>
<td>4.2</td>
<td>6.3</td>
<td>6.5</td>
<td>7.4</td>
<td>6.6</td>
<td>0.0</td>
<td>7.7</td>
</tr>
<tr>
<td>Left % (Feb-Nov)</td>
<td>10.0</td>
<td>3.3</td>
<td>5.6</td>
<td>12.5</td>
<td>4.8</td>
<td>7.4</td>
<td>5.7</td>
<td>1.3</td>
<td>5.7</td>
</tr>
</tbody>
</table>
**Student Outcomes**
- that your child is making sufficient progress? 79.1%
- that your child works well at this school? 81.4%
- that the school is developing your child’s numeracy skills? 79.1%
- that the school is developing your child’s literacy skills? 83.1%
- that the school is developing your child’s social skills? 88.1%
- that your child is getting a good education at this school? 79.1%
- that the school is developing your child’s computer technology skills? 57.1%

**Curriculum**
- with the variety of school activities available to your child? 73.8%
- with what your child is learning at this school? 83.7%
- that the school is preparing your child for the future? 72.1%
- about the usefulness of what your child is learning at school? 78.5%
- with the science, technology and mathematics programs at this school? 62.8%

**Pedagogy**
- with the quality of teaching your child receives? 90.7%
- with the standard of school work expected? 81.4%
- that the school keeps you well informed on how your child is progressing? 76.8%
- with the opportunities to discuss what your child is being taught? 76.8%
- with the opportunities to discuss how your child is being taught? 69.7%

**Learning Climate**
- that the school provides good learning opportunities for your child? 79.1%
- with the encouragement that the school gives to your child? 86.0%
- with the interest that the teacher/s take in your child? 86.1%

**School Climate**
- that your child is happy to go to this school? 97.7%
- about the behaviour of students at this school? 67.4%
- with student discipline in the school? 72.1%
- that your child is safe at this school? 81.4%
- that your child is treated fairly at this school? 86.0%

**School - Community Relations**
- that school staff are approachable when you want to talk about your child? 88.4%
- that you have opportunities to participate in the life of the school? 81.4%
- that you have opportunities to participate in school decision making? 55.8%
- that the school makes you feel welcome? 80.9%
- that the school communicates well with you? 80.9%
- with the methods the school uses to communicate with you? 62.8%
- that school staff are responsive to your enquiries? 88.3%

**Resources**
- with the access your child has to computer technology at school? 45.2%
- with the access your child has to the internet at school? 40.5%
- with the opportunity your child has to use internet-based resources for learning at school? 46.3%
- with the school grounds? 88.4%
- with the school buildings? 60.5%
- that this is a well equipped school? 59.5%
- with how environmentally friendly this school is? 70.7%

**General Satisfaction**
- that this is a good school? 90.7%

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**Student Outcomes**
- that you are doing the best that you can in your school work? 97.5%
- with how well you are learning at this school? 94.1%
- that you are getting a good education at this school? 96.6%
- with the computer technology skills you have learnt at school? 82.5%
- with what your teacher organises for your daily physical activity? 76.7%

**Curriculum**
- with the activities you do in your classroom? 97.5%
- with the variety of school activities you do? 94.2%
- with what you are learning at this school? 94.3%

**Pedagogy**
- with the standard of school work expected? 95.0%
- that you know how well you are going with your school work? 91.6%
- with the way you use computer technology for learning at school? 88.4%

**Learning Climate**
- with how often you use computers in class for learning? 64.1%
- that your teacher explains clearly what to do in your school work? 95.0%
- with the interest the teacher takes in your learning? 86.7%
- that what your teacher tells you helps you to improve your school work? 93.3%

**School Climate**
- that you are happy to go to this school? 95.8%
- about the behaviour of students at this school? 56.6%
- that you are safe at this school? 94.2%
- that you are treated fairly at this school? 87.5%
- with how easy it is to get a computer for learning when you need to? 91.6%
- with the school grounds? 95.0%
- with the school buildings? 94.2%
• with how easy it is to access the internet for learning when you need to? 80.8%
• with your learning about the environment at this school? 84.2%

**General Satisfaction**
• that this is a good school? 99.2%

**All Staff By Workplace Dimensions**

**Physical Work Environment**
- I feel that this school is a safe place in which to work. 94.3%
- I am satisfied with the physical working conditions at this school. 71.7%
- The facilities in this school are well maintained. 77.3%
- This school has good workplace health and safety practices. 73.1%
- I am satisfied with the facilities in this school. 71.7%

**Relationships**
- Staff and community relations in this school are good. 94.4%
- I have good working relationships with other staff. 98.1%
- I get on well with the students in this school. 98.1%
- I am treated with respect in this school 84.9%
- Staff and students respect each other in this school. 86.7%

**School Operations**
- I know what is going on in this school. 78.0%
- This school is a well-organised place in which to work. 79.3%
- I can have a say in decisions about my work in this school. 75.9%
- I am encouraged to take responsibility for my own work. 90.6%

**Staff Morale**
- There is a good team spirit among the staff at this school. 79.3%
- The staff in this school are enthusiastic about their work. 88.7%
- This school is a good place in which to work. 90.6%
- I am happy working in this school. 92.5%
- The staff in this school put a lot of energy into their work. 96.2%

**Support, Resources and Training**
- I have access to the resources I need to do my job well. 77.4%
- I get the support within the school that I need to do my job well. 83.0%
- People in the school let me know how well I am doing in my work. 69.8%
- I receive helpful feedback on my work at this school. 66.1%
- This school gives me opportunities to improve my skills. 80.7%
- I can access appropriate information and communication technologies to do my job well. 59.6%
- In this school, information and communication technology devices are well-maintained. 35.9%

**Work Roles**
- I can manage the different things I have to do in this school. 90.6%
- I can cope with what I have to do in my work. 90.4%
- My work role makes reasonable demands of me. 83.1%
- In this school I am confident of being able to do what is expected of me. 94.4%
- It is clear what my work responsibilities are in this school. 81.1%

**Work Value and Recognition**
- My contribution to this school is valued. 77.4%
- I feel that my work efforts are worthwhile. 86.8%
- My work skills enable me to make a worthwhile contribution to this school. 94.3%
- I am regarded as a valuable staff member. 79.2%
- My work skills are appreciated in this school. 73.6%

**Knowledge and Skills**
- Developing intellectually challenging and connected curriculum? 80.6%
- Aligning quality assessment, curriculum, pedagogy and reporting? 83.3%
- Delivering balanced literacy curriculum? 85.7%
- Explicit teaching and assessing of literacies in the Key Learning Areas? 80.0%
- Inclusive educational practices? 73.9%
- Using information and communication technologies? 61.7%
- Understanding indigenous cultures? 76.1%
- Including indigenous perspectives in your work? 65.2%
- Supporting students at risk of disengaging from learning? 75.6%
- That this school has a strong commitment to daily physical activity. 82.3%
- Teaching science, technology and mathematics. 70.7%
- Delivering physical activity. 66.6%
- Delivering environmental education for sustainability. 55.0%
- With professional development provided for syllabus implementation. 62.9%
- That assessment processes in this school are appropriate for your students. 83.3%
- That assessment processes in this school support student learning. 80.6%
- Opportunities to develop skills in the integration of ICTs into the curriculum. 47.2%
- Opportunities to develop skills in teaching about indigenous cultures. 64.7%
- Opportunities to develop skills in engaging indigenous students. 52.9%
- Availability of online resources to do your job well. 65.8%

**Frequency, from sometimes – very often, of engagement in learning and development activities.**
- network activities (incl. web based networks, professional associations)? 65.9%
- conference/seminar/workshop (either as presenter or audience)? 89.2%
- coaching or mentoring activities (either as coach, mentor or learner)? 69.0%
- online professional learning? 38.6%
- inhouse facilitated and planned activities. 88.9%
Performance of our students

Achievement - Years 3, 5 and 7

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

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

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

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.
Performance Summary
2010 National Assessment Program Years 3, 5 and 7 Tests in Aspects of Literacy and Numeracy

School and individual student results have been distributed to schools throughout Queensland by the Queensland Studies Authority. These test results provide information on student performance in some aspects of literacy and numeracy in Standard Australian English. The 2010 Tests should not be regarded as the sole literacy and numeracy tool for students in Years 3, 5 and 7. Results from the tests will vary from year to year and they should be considered along with a range of other performance information available from school-based assessments conducted across the year, as well as with the outcomes from international assessments.

Year 7:
Share these mean scores for our school in comparison with other national results.

<table>
<thead>
<tr>
<th>Strands of...</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL MEAN</td>
<td>546</td>
<td>533</td>
<td>545</td>
<td>535</td>
<td>548</td>
</tr>
<tr>
<td>Our School</td>
<td>553</td>
<td>555</td>
<td>548</td>
<td>538</td>
<td>577</td>
</tr>
<tr>
<td>Our Yr 7 Boys</td>
<td>555</td>
<td>553</td>
<td>548</td>
<td>538</td>
<td>591</td>
</tr>
<tr>
<td>Our Yr 7 Girls</td>
<td>550</td>
<td>558</td>
<td>548</td>
<td>537</td>
<td>562</td>
</tr>
<tr>
<td>STATE</td>
<td>537</td>
<td>531</td>
<td>535</td>
<td>529</td>
<td>546</td>
</tr>
</tbody>
</table>

More to know? Yeronga observations from the Qld Studies Authority charting of Year 3/5/7 Tests – 2010

**Year 7**
- The suite of results for Yeronga Year 7's reflected the broad range of diversity of this grade level cohort; several individual results shone; six students recorded a perfect score at the top banding level for their grades – an extraordinary result !!!
- The percentages of all Year 7 students at this school at or above the national benchmark standards were:
  - Reading: 2010 was 92.4%, 2009: 94.7%, 2008: 97.0%
  - Writing: 2010 was 93.7%, 2009: 93.5%, 2008: 92.5%
  - Spelling: 2010 was 92.4%, 2009: 93.5%, 2008: 96.5%
  - Grammar & Punctuation: 2010 was 82.3%, 2009: 92.2%, 2008: 91.0%
  - Numeracy: 2010 was 93.7%, 2009: 96.1%, 2008: 98.5%
- The individual numbers of students who were at or below these minimum benchmark standards were:
  - Reading (5): 2010 was 548, 2009: 535, 2008: 529
  - Writing (5): 2010 was 548, 2009: 538, 2008: 537
  - Spelling (5): 2010 was 538, 2009: 537, 2008: 537
  - Numeracy (4): 2010 was 546, 2009: 546, 2008: 546
- Our school results in each and every strand of the tests were above the national mean - terrific result!
- Overall our boys just edged ahead of our girls in overall performance but this was marginal.
- Results showed that basically 6 out of 10 students for us were consistently above the national average for all states and territories.
- Year 7 teachers and students are to be congratulated on their hard work paying such consistent and above average dividends.

Year 5:
Share these mean scores for our school in comparison with other national results.

<table>
<thead>
<tr>
<th>Strands of...</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL MEAN</td>
<td>487</td>
<td>465</td>
<td>487</td>
<td>500</td>
<td>469</td>
</tr>
<tr>
<td>Our School</td>
<td>483</td>
<td>499</td>
<td>475</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Our Yr 5 Boys</td>
<td>481</td>
<td>492</td>
<td>466</td>
<td>488</td>
<td>503</td>
</tr>
<tr>
<td>Our Yr 5 Girls</td>
<td>486</td>
<td>511</td>
<td>492</td>
<td>518</td>
<td>495</td>
</tr>
<tr>
<td>STATE</td>
<td>468</td>
<td>472</td>
<td>468</td>
<td>483</td>
<td>473</td>
</tr>
</tbody>
</table>

**Year 5**
- The suite of results for Yeronga Year 5s was higher than national means in all aspects of the tests except for spelling although we exceeded state averages.
- The percentages of all Year 5 students at this school at or above the minimum national benchmarks standard were:
  - Reading: 2010 was 89.2%, 2009: 90.4%, 2008: 84.4%
  - Writing: 2010 was 89.1%, 2009: 88.3%, 2008: 90.9%
  - Spelling: 2010 was 92.2%, 2009: 91.3%, 2008: 87.0%
  - Grammar & Punctuation: 2010 was 95.3%, 2009: 90.3%, 2008: 85.7%
  - Numeracy: 2010 was 95.2%, 2009: 93.3%, 2008: 88.3%
- The individual numbers of students who were at or below these minimum benchmark standards were:
  - Reading (7): 2010 was 548, 2009: 538, 2008: 537
  - Writing (7): 2010 was 548, 2009: 538, 2008: 538
  - Spelling (7): 2010 was 538, 2009: 537, 2008: 538
  - Grammar & Punctuation (3): 2010 was 577, 2009: 591, 2008: 562
  - Numeracy (4): 2010 was 546, 2009: 546, 2008: 546
- Our school results in strands of tests were significantly higher than our 2009 results.
- Our girls outscore our boys in all aspects of literacy but the result was reversed in all aspects of numeracy.
- Results showed that basically almost 5.0 - 6.5 out of 10 students for us were consistently placed above the national average for all states and territories. This is a good result for a group which contains several students with learning difficulties.
- Many students received top banding results across several domains of the test. 2 students had top banding for all aspects of the tests.
- Year 5 teachers and students are to be congratulated on the attention to detail across the aspects and strands and the improved results!

Year 3:
Share these mean scores for our school in comparison with other national results.

<table>
<thead>
<tr>
<th>Strands of...</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL MEAN</td>
<td>414</td>
<td>419</td>
<td>380</td>
<td>417</td>
<td>395</td>
</tr>
<tr>
<td>Our School</td>
<td>399</td>
<td>410</td>
<td>380</td>
<td>405</td>
<td>400</td>
</tr>
<tr>
<td>Our Yr 3 Boys</td>
<td>390</td>
<td>399</td>
<td>363</td>
<td>392</td>
<td>399</td>
</tr>
<tr>
<td>Our Yr 3 Girls</td>
<td>418</td>
<td>433</td>
<td>414</td>
<td>432</td>
<td>403</td>
</tr>
<tr>
<td>State</td>
<td>393</td>
<td>402</td>
<td>371</td>
<td>398</td>
<td>378</td>
</tr>
</tbody>
</table>

**Year 3**
- The suite of results for Yeronga Year 3s illustrated that there was core depth in the standard of our achievements with 1 student receiving top level banding for all domains but several others with a wonderful array of outstanding results.
- All figures of result were higher than Queensland state means for each category and we were on a par with the national means.
- The percentages of all Year 3 students at this school at or above the national minimum benchmark standards were:
  - Reading: 2010 was 93.2%, 2009: 98.1%, 2008: 89.2%
  - Writing: 2010 was 97.8%, 2009: 100%, 2008: 96.9%
  - Spelling: 2010 was 88.9%, 2009: 98.1%, 2008: 96.9%
  - Grammar & Punctuation: 2010 was 88.9%, 2009: 100%, 2008: 95.3%
  - Numeracy: 2010 was 100%, 2009: 98.2%, 2008: 93.8%
- The individual numbers of students who were at or below these minimum benchmark standards were:
  - Reading (3): 2010 was 380, 2009: 363, 2008: 392
  - Writing (1): 2010 was 417, 2009: 405, 2008: 398
  - Spelling (4): 2010 was 395, 2009: 400, 2008: 378
  - Numeracy (0): 2010 was 395, 2009: 400, 2008: 378
- Our girls results topped the boys in all aspects of the tests with the closest results being in numeracy.
- Results showed that basically nearly 5.5 - 6.0 out of every 10 students for us were consistently placed above the national average for all states and territories; with the exception being in our standard of Year 3 numeracy with a pleasing 62.8% above national average.
- Year 3 teachers are to be congratulated on their preparation of their students for this first time ever experience on the national scale for these students. It proved to be a challenging yet rewarding experience.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Average score for the school in 2010</td>
<td>399</td>
<td>483</td>
<td>553</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>414</td>
<td>487</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard</td>
<td>93%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>98%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>48%</td>
<td>26%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>52%</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Average score for the school in 2010</td>
<td>410</td>
<td>499</td>
<td>555</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>419</td>
<td>485</td>
<td>533</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard</td>
<td>98%</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>100%</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>49%</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>50%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Average score for the school in 2010</td>
<td>380</td>
<td>475</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>380</td>
<td>487</td>
<td>545</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>98%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>33%</td>
<td>19%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>52%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school in 2010</td>
<td>405</td>
<td>500</td>
<td>538</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>417</td>
<td>500</td>
<td>535</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard</td>
<td>89%</td>
<td>95%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>47%</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>63%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Average score for the school in 2010</td>
<td>400</td>
<td>500</td>
<td>577</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>395</td>
<td>489</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard</td>
<td>100%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>98%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>30%</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>66%</td>
<td>43%</td>
<td>38%</td>
</tr>
</tbody>
</table>
National Assessment Program Literacy and Numeracy Testing

2010
Results for Year Level Cohort - Yeronga State Primary School

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% achieving at or above National Minimum Benchmark Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>92.4%</td>
<td>93.7%</td>
<td>92.4%</td>
<td>82.3%</td>
<td>93.7%</td>
</tr>
<tr>
<td>5</td>
<td>89.2%</td>
<td>89.1%</td>
<td>92.2%</td>
<td>95.3%</td>
<td>95.2%</td>
</tr>
<tr>
<td>3</td>
<td>93.2%</td>
<td>97.8%</td>
<td>88.9%</td>
<td>88.9%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Top 2 Band Scores: % of students each year level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>39.2%</td>
<td>36.7%</td>
<td>34.2%</td>
<td>26.6%</td>
<td>43.0%</td>
</tr>
<tr>
<td>5</td>
<td>26.2%</td>
<td>39.1%</td>
<td>18.8%</td>
<td>37.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>3</td>
<td>47.7%</td>
<td>48.9%</td>
<td>33.3%</td>
<td>46.7%</td>
<td>30.2%</td>
</tr>
<tr>
<td></td>
<td>% achieving at or above National Average for each year level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>58.2%</td>
<td>59.5%</td>
<td>64.2%</td>
<td>57.0%</td>
<td>62.0%</td>
</tr>
<tr>
<td>5</td>
<td>52.3%</td>
<td>65.6%</td>
<td>46.9%</td>
<td>60.9%</td>
<td>61.8%</td>
</tr>
<tr>
<td>3</td>
<td>52.3%</td>
<td>57.8%</td>
<td>57.8%</td>
<td>57.8%</td>
<td>62.8%</td>
</tr>
</tbody>
</table>
Reducing the school’s environmental footprint

Efforts made by the school during 2010 to reduce its environmental footprint based on water, electricity and other usage rates have come through conscious exertions like:

- solar panels on F Block
- water tanks installed for irrigation
- electricity monitors in classrooms
- water saver taps installed in toilet blocks (auto turn off)
- chain flush urinals
- dual flush toilets

**Amount spent on utilities:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>Water</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KwH</td>
<td>KL</td>
<td>MJ</td>
<td></td>
<td></td>
<td></td>
<td>KL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>$57,241</td>
<td>$26,863</td>
<td>$18,433</td>
<td>$5,038</td>
<td>$6,553</td>
<td>$0</td>
<td>$354</td>
<td>134,224</td>
<td>3,073</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$54,850</td>
<td>$25,101</td>
<td>$0</td>
<td>$0</td>
<td>$3,822</td>
<td>$0</td>
<td>$25,927</td>
<td>104,388</td>
<td>3,298</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009-2010</td>
<td>4%</td>
<td>7%</td>
<td>N/A</td>
<td>N/A</td>
<td>71%</td>
<td>N/A</td>
<td>-99%</td>
<td>29%</td>
<td>-7%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
IMPROVEMENT PRIORITIES FOR 2011

- Maximise achievement by challenging for even more improvements in all strands of NAPLAN across Years 3/5/7.
- Maximise achievement by extending student results in the higher bands, particularly in strands of reading and numeracy.
- Continue to embed National Partnership School initiatives into our school culture, way of work through our literacy coach.
- Continue with the promotion and implementation of Smart Moves policies and practices.
- Further promotion of Smart Choices strategy and its implications.
- Promotion of professional development priority areas for 2011:
  - QCAR and Transition towards National Curriculum
  - Mathematics and Numeracy
  - English and Literacy
- Reimmerse all staff with EATSIPS training and the Yeronga Outlook.
- Align professional development for all staff with the findings of The Teaching and Learning Audit 2010.
- Having more staff members train towards gaining their pedagogical certificates.
- Consolidate the existing use of the OneSchool application and respond to the expanding role this application provides.
- Continuity of learning Action Planning in partnership with Yeronga State High School in key learning area programs.
- Recognise the need for environmental sustainability and actions exist towards reducing the footprint.
- Enhance the resource use of the Ecology Plot and Paul’s Place areas.
- Utilise to the utmost all the resourcefulness gained from the Building Education Revolution; the provision of facilities and resources gained through aspects of government grants and stimulus packages.
- Continue to raise the profile and integration of the school chaplaincy service program.

Our Statement of Purpose. What is the school’s statement of purpose?

To develop academic and social skills in a warm, challenging environment; to encourage students to develop their individual talents and abilities while at the same time fostering a sense of responsibility and positive self image; this to be achieved through interaction and co-operation amongst teachers, children and parents and the wider community.

<table>
<thead>
<tr>
<th>School Vision</th>
<th>TEAM YERONGA - GREAT SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>one sentence</td>
<td>Care and compassion; Freedom; Honesty and</td>
</tr>
<tr>
<td>School Values</td>
<td>Trustworthiness; Integrity; Respect; Responsibility; Understanding; Tolerance; Inclusion</td>
</tr>
</tbody>
</table>
To All Members of Team Yeronga: Great School

Conclusion: We at Yeronga Primary place a high value on our reporting processes to students, parents and school communities. Our results and practices recognize that curriculum, teaching, assessment and reporting are interconnected.

Through this report readers can relish the enthusiasm and pride which we treasure dearly because we know we share the responsibilities of our children’s learning. Such excitement is contagious and spreads quickly to parents and teachers. This happens because our school sets standards of excellence, establishes what it stands for and decides upon definite guidelines to accomplish such a success.

Thank you for sharing in all of our information.

J.M. Johnson
Principal
June, 2011