Principal's foreword

Introduction

The School Annual Report outlines for parents and the wider community the achievements for Yeronga State School during the 2011 school year. Yeronga State School has much to celebrate from 2011 with outstanding NAPLAN results for Year 3, 5 and 7. The data clearly showed excellent progress for all students across the three cohorts, with significant improvement in the number of students in the upper 2 bands.

Students continue to be very satisfied with the education being provided to them. Parents and Staff also indicate a high degree of satisfaction with the school and its education program.

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 2011

2011 was the last year of the school's current strategic plan. The key strategies for 2009-2011 strategic plan and how they have been achieved is as follows:

- Implement P-7 Curriculum Framework for Queensland State Schools - Achieved
- Continue to drive curriculum leadership and renewal through the alignment of curriculum, teaching, assessment and reporting based on QCARF - Embedded
- Continue alignment planning processes - continuing
- Maintain literacy and numeracy standards for all students - Embedded
- Alliance with School Improvement Accountability Framework - continuing
- Continue cooperative alliances with Yeronga High to support and enhance student transition - ongoing
- Use Professional Standards for Teachers as framework for reflection, planning and professional development - beginning
- Embed Smart Moves - embedded
- Maximise communication and engagement with parents and the community - developing
- Continue promotion of multicultural aspects - ongoing
Future outlook

The target for the school is to ensure all students are above the national minimum standards for literacy and numeracy and that greater than 55% of students are in the top 20% of the nation.

Implementation of Australian Curriculum

During 2012, Yeronga State School will implement the Australian Curriculum in English, Maths and Science. Year Levels will partner together in year level planning and moderation to ensure continuity, consistency and clarity around the standards to be achieved for our students as we undergo this significant change in the school curriculum.

Differentiated approach to reading

The need to cater for individual students and ensure every child is learning in every classroom every day underpins our need to ensure that our reading program meet the wide range of abilities of our students. The school literacy coach will target Guided Reading and reading comprehension, in particular QAR, as she works with individual teachers to upskill them in best practice for differentiated reading across the whole school, with a particular focus in Year 4-7.

Differentiated whole school spelling program

The introduction of a whole school spelling program that acknowledges child development and is based on best current research in this area is a focus for 2012. This focus is important in our continual desire to improve the excellent results our students already achieve in all literacy areas. Providing extension and targeted teaching opportunities for our more able students is an important part of our Spelling approach in 2012. Teachers will engage in significant professional learning in preparation for the implementation of a new whole school spelling program in 2013.

Enhance School Culture and Promote School Community Partnerships

Our school values the partnership between parents, wider community and the school. During 2012 we will seek to develop our partnership with Yeronga State High School and establish links to our Pre-Prep providers to ensure continuity for the important transition stages for our students.

Reviewing the current Responsible Behaviour Plan and ensuring that there are consistent and clear expectations to create safe and supportive learning and play environments in our school is an important focus for 2012.

Providing opportunities for parents to participate in their child’s schooling is an important facet of Yeronga State School. During 2012 we are undertaking a Quadriennial School review and identifying our vision, goals and strategies in our four year strategic plan. Community consultation is an important facet of this review and we are striving to build on the great foundations we have for continuous school improvement.

Provide and encourage access to E-Learning opportunities

Recognition of the importance of catering for 21st Century learners and preparing students for their future is an integral part of Yeronga SS teaching and learning program for 2012. Our staff, students and parents will be provided with opportunities to engage with ICT in purposeful ways as we continually seek to improve the ICT capabilities of our school community.

School Facilities

During 2012 the school’s Early Childhood Development Program, will move onto the Yeronga State School site for the first time. The Yeronga ECDP will be situated on the bottom school oval, an underutilised space in the school grounds. The ECDP caters for students with hearing impairment and the move onto the school site will provide many opportunities for Prep – Year 7 students.
The school in currently developing a Landscape Facilities Master plan with the aim of bringing together the three areas of the school and creating a more consistent, united whole school community feeling across the campus. The Senior school and school entries are the first areas to be addressed under this plan.
Our school at a glance

School Profile

Yeronga State School has been providing a quality education service to the local community for the last 141 years. The spacious school grounds, that includes three ovals and two environmental spaces, allows children to learn and play together happily and safely.

During 2011 the school had 23 general learning co-educational classrooms in operation, including one multi-age classroom and 3 Prep classrooms.

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. During the Brisbane floods in 2011 the school hall was uses as a Flood Relief center and an old Preschool building were used as a Community Centre to continue to support local families as they grappled with the aftermath of the floods.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>511</td>
<td>229</td>
<td>282</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Yeronga State School’s enrolment for 2011 was 511 students. 55% of the student body are from the highest socio economic group and 16% 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.

28% of the student body is made up of English as Second Language (ESL) students. ESL students come from 57 different ethnic and cultural backgrounds, with no one ethnic group being particularly dominant. 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, proximity to a local TAFE and public transport and the availability of quality before and after school care on the school site.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
</table>
## Our school at a glance

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

**Curriculum offerings**

Our distinctive curriculum offerings

- Exceptional Learners Program – Year 6&7 – YSHS
- Jolly Phonics – P-2
- Metalinguistics – P-1
- Intervention Program – Trained parents and teacher aides –SAR SAW SAN
- LOTE program – GERMAN
- ESL and Refugee Support program
- Literacy enhancement program

**Extra curricula activities**

- Student Council
- Instrumental Music Program – Strings (Year 3-7), Brass, Woodwind, Percussion (Year 5-7)
- Stele Voce – Senior Choir
- Cosmo Singers – Junior Choir
- Piano Lessons
- Chess Tuition
- Tennis Coaching
- Fitness and Sports Training (Cross country training, athletics training, smart moves)
- Computer Club
- Maths Olympiad

Sports skill training by sporting groups such as Auskick, Qld Cricket development officers, Backyard Rugby league development officers

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

**Digital Pedagogies – 21st Century learners**

The following additions and innovations have occurred in the area of incorporating technologies into teaching at learning at Yeronga State school during 2011.

**Working Digitally**

Unpacking the using Curriculum to the Classroom (C2C) units and resources was the focus in working digitally. Notable innovations in 2011 were:

- extension of the use of One School (OS) to include viewing student data 24/7, and the inclusion of OS Release 3, Financial reporting,
- extending the usability of our Computers for Teachers (CFT) laptops to include webcam and recording,
- the addition of four interactive data projectors to our existing six interactive whiteboards in Senior classrooms,
- the provision of large monitors in all other classrooms for viewing digital resources, and
- the introduction of C2C online curriculum planning, customising and differentiation.
Enabling Learners

Extending the range, reliability and productivity of digital tools was the focus of enabling students. Notable achievements in 2011 were:

- extension and deepening of lab@lunch use,
- the provision of workshops for parents to enable them to understand the move towards 24/7 learning and the need for reliable computer/internet access at home

Developing Professionals

Notable achievements in 2011 is:

- a noticeable increase in ‘just-in-time’ mentoring and facilitation amongst teaching staff,
- a high degree of tangible outcomes from all PD (eCafes, digital coaching, staff PD meeting time)
- notable increase in skill and confidence development across all staff.

Enterprise Platform

Extending opportunities for students to view and interact with digital objects in classrooms formed the focus of developing our enterprise platform. Notable achievements in 2011 were:

- the development of our new Websites for Schools (WFS) website in November 2011. It is continually updated as a community portal.
- the arrival of 20 laptops and two trolleys for student use
- the installation of high capacity wireless in the administration and junior school blocks including three upper school classrooms.
- the purchase of 10 new Windows 7/MOE 3 machines for classrooms
- the provision of extra offline computers loaded with school literacy/numeracy support software in classrooms where ever possible.
- An active Digital Pedagogies Reference Group driving productivity enterprise enhancements and reliability processes.

The momentum has really picked up in 2012, and the future of digital pedagogies is a bright one at Yeronga State School.

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 seek to address any issues confidentially, sensitively and respectfully. Yeronga State School values the many traditions the school has including participation in the annual Anzac Day ceremony, Harmony Day celebrations and holding twice yearly school discos.

Yeronga State School Responsible Behaviour Plan – The expectations, rights and responsibilities of all community members are regularly published, modelled and monitored across our school.

School Student Leadership Program- Year 7 students are given many opportunities to be leaders, including School Captains, House Captains, Sports Room Monitors, Tech crews.

Student Council – Representatives from Year 6 and 7 ensure students have a voice and address any student issues in a proactive and meaningful manner.

School camping program for years 5, 6 and 7.

Workplace Rehabilitation Officer – supporting injured workers in returning to work

Chaplaincy program – support and guidance delivered by a 2 day a week program funded through NSCSWP and managed by
Our school at a glance

Scripture Union
Life Education Program – Program offered by Life Education Australia covers all classes from Prep to year 7.

Parent, student and teacher satisfaction with the school

According to the School Opinion survey data, our staff and students are significantly above state school average in their satisfaction with the school. Our parents report good overall satisfaction with the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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. Regular parent workshops on literacy, numeracy and use of ICT feature 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 and Tuckshop facilities, Fundraising and other projects throughout the year. It assists with school planning and contributes funds to the school through many great fundraising events throughout the year.

The P&C meets on the third Tuesday of each month at 7.00pm and welcomes new members at any time.

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

Last year Yeronga State school was one of the school's to launch a recycling program in the school. Recycling bins were introduced in all classrooms and for lunchtime use. The school is continuing to look for opportunities to reduce its water usage. At the beginning of 2011, school facilities were used for Community Flood relief for 3-4 months. The significant increase in electricity use was due to the demand for electricity from the Community centre. 2012 should see a significant reduction in electricity use from this significant increase.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>180,697</td>
<td>3,061</td>
</tr>
<tr>
<td>2010</td>
<td>134,224</td>
<td>3,073</td>
</tr>
</tbody>
</table>

% change 2010 - 2011: 35% for electricity, 0% for water.
Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the ‘less than 5’ rule has been applied in schools whose Indigenous staff numbers are less than five.

<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>48</td>
<td>30</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Schools will report on the qualifications of classroom teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school’s actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>27</td>
</tr>
<tr>
<td>Diploma</td>
<td>20</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18,414.44. The major professional development initiatives are as follows:

- Australian Curriculum – English, Maths and Science
- Data Entry – One School
- E-Learning
- Writing process
- Problem Solving Framework
- Spelling

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Find a school

Search by school name

[Input field]

Search by suburb, town or postcode

Sector [ ] Government [ ] Non-government

SEARCH

Where it says “Search by school name”, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked each morning and afternoon. At Yeronga State School non-attendance and roll marking is managed in line with DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools. If a student is away for more than three days, without parent notification, our school will personally contact parents. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Letters for “Unexplained” absences are sent to parents and the appropriate processed followed according to policy. The message regarding every day counts is regularly communicated to parents through the school newsletter.

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/.
Performance of our students

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 form]

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 of our students

**Achievement – Closing the Gap**

There were 11 indigenous students at Yeronga SS during 2011. The indigenous mean is below the non-indigenous national mean in Reading, Writing and Numeracy however results are at or above when compared with the Queensland mean.

Closing the gap funds were used for individual assistance to Indigenous students by teacher aides in the areas of literacy and numeracy.