



Yeronga State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

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

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

2020 VISION

Connected Individuals, Curious Learners, Community- Minded Citizens

MISSION

Creating Literate, Numerate and Curious Learners

VALUES

Learning, Caring, Growing and Achieving

Principal's Foreward

Introduction

2016 was the last year of implementation of the four year School Strategic Plan. The cycle of inquiry the school engaged in during 2016 to develop 2017-2020 strategic plan, highlighted some significant celebrations for the school:

- The 'aspirational' target set for greater than 55% of students in the top 20% of the nation in 2013, was achieved by Year 3 students in the 2016 NAPLAN.
- Parent and Student School Opinion Survey data is consistently above 90% satisfaction.
- The school expanded its sporting facilities, digital technology resources and upgraded to more contemporary classroom furnishings.

In 2016 Yeronga State school began its journey with Curiosity and Powerful Learning. It is one of 27 schools in Metropolitan and 100 schools across Australia that is seeking to adopt an inside out change model in order to increase student engagement and ownership of learning.

The school's 2020 vision-Connected Individuals, Curious Learners and Community minded citizens were developed through a comprehensive review and significant community consultation in 2016. Three school priorities are linked to the vision and will guide strategic planning moving forward. This report will highlight achievements for 2016 and outline goals for 2017.

School Progress towards its goals in 2016

<p>Curiosity and Powerful Learning</p>	<p>Introduction of three teacher theories of action</p> <ul style="list-style-type: none"> - Learning Intention, Success Criteria, narrative and pace - Connecting Feedback to Data - Cooperative Groups <p>Greater student ownership of learning, increasing student voice and deeper understanding of their role as a learner is changing student role in classrooms.</p> <p>Increased self-efficacy of teachers in the above theories of action.</p>
<p>Curriculum Delivery- English, Maths and Specialisation</p> <p><i>'The school is driven by a deep belief that every child can learn and make progress and a culture of high expectations exists across the school.'</i></p>	<p>Curious Readers promoted through the Balanced Reading program - introduction of Reciprocal Reading practices for Year 4-6.</p> <p>Embedding 6 Traits of Writing in assessment tasks to increase consistency of writing approach.</p> <p>Expansion of digital devices, including i-Pads and laptops, increased access online resources such as Literacy Planet and Mathletics and creativity apps.</p> <p>Reviewed and developed differentiation practices to better cater for highly able students</p> <p>Engaged with three local schools for English moderation.</p> <p>Expanded Spanish program from Year 3-6.</p> <p>Investigating Mathematical Inquiry was postponed to 2017.</p>
<p>Develop Staff Capability through Collaborative Practice</p> <p><i>A strong collegial culture is apparent amongst members of staff. There is a strong focus on collaboration and teamwork.</i></p>	<p>Being collegial and collaborative is an integral part of everyday practice through:</p> <ul style="list-style-type: none"> - Employing a HOC to lead quality and regular Year level planning - Engaging in Year level Data conversations with Master Teacher and Principal to monitor progress for all students in reading and maths - Triad Peer coaching (including observations and feedback) <p>Teacher Assistants engaged in quality professional learning.</p>
<p>Establish safe, inclusive and caring community for all</p> <p><i>'The school is highly regarded by parents, students and members of the local community.'</i></p>	<p>Staff wellbeing group established.</p> <p>Homework policy reviewed.</p> <p>Parental education program provided.</p> <p>Contemporary furniture expanded to Year 1.</p> <p>Employing part time Speech Pathologist and partnering with OT company helped support students in early years.</p> <p>Quality induction program exists for new and beginning staff.</p> <p>Expansion of sporting facilities through cricket net upgrade.</p> <p>Resilience Survey administered to Year 3-4 students to ascertain needs.</p>

Future Outlook

<p>Connected Individual</p> <p><i>All stakeholders utilise the digital world, seamlessly and purposefully, to support and communicate every day practices.</i></p>	<p>Think globally- Identify opportunities for staff, students and parents to connect with others beyond the local community</p> <p>Utilise digital coach to mentor and coach digital literacy and technology use across the school</p> <p>Establish digital steering team to foster school parent community partnerships to guide school with the digital revolution.</p> <p>Redistribution of devices to i-pads in Early Years and laptops from Year 4-6 to allow for better quality engagement with all devices.</p>
<p>Curious Learners</p> <p><i>Inquiry Learning - A culture of inquiry and innovation exists throughout the school where creative exploration and independent learning are promoted and valued and all learners, including Advanced Learners, progress.</i></p>	<p>Mathematics- Investigate surface, deep and transfer thinking to review current Maths program- Back to Front Maths – focus proficiencies in all strands of mathematics and being able to assess these</p> <p>Reading- expand flying squad approach to Year 4-6 to support reciprocal reading practice</p> <p>Introduce <i>Future Problem Solving International</i> across Year 4-6, allowing students to engage with the future by using critical and creative thinking, collaboration and team work strategies to consider big questions.</p> <p>Introducing the Inquiry Stance through continuing the adoption of Curiosity and Powerful Learning Theories of action:</p> <ul style="list-style-type: none"> - Framing Higher Order Questions - Assessment for Learning - Challenging Learning Tasks <p>Expand Advanced Learner opportunities through provision of quality programs like Robotics and Coding clubs, Debating, Science Club etc</p> <p>Establish Spanish Learning Hub – employ native speaking teacher assistants and increase visibility and audibility of Spanish through the use of the Global Language Innovation Grant.</p>
<p>Community Minded Citizens</p> <p><i>Community Health and Well-being- All stakeholders actively partner to create an environment where individual, team and community learning, health and well-being are valued.</i></p>	<p>Honour our Past - Engage an archivist to establish an alumni register, document history and store historical artefacts</p> <p>Resilience Survey Action Plan developed and actioned.</p> <p>Introduction of Bridge Builders to identify strategies to resolve conflict effectively.</p> <p>Introduce Special Education Program teacher to support Students with Disability</p>

Our School at a Glance

Yeronga State School has been providing a quality education service to the local community for the last 146 years. The spacious school grounds, that include two ovals, soccer and netball fields, an ecology plot and a Nature Play area, allows children to learn and play together happily and safely.

During 2016 the school had 26 general learning co-educational classrooms in operation. The aim of Yeronga State School is to maximise the achievement of every child in every classroom every day. The school continually reviews its intervention and extension programs in order to best cater for all students, with the understanding that it is what happens every day in every classroom that truly makes a difference to student learning.

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

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	567	274	293	5	93%
2015*	556	274	282	5	95%
2016	589	290	299	5	97%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Yeronga State School's enrolment was 580 students by the end of 2016. The student body consists of 66% from the highest socio economic group and 4% are from the lowest. A majority of students come from two parent professional families who are keen to be partners in their children's education. Of the total school student body 27% is made up of English as an Additional Language/Dialect (EALD) students. EALD students come from 32 different countries speaking 37 different languages or dialects with no one ethnic group being particularly dominant. There are a small number of Indigenous students making up about 1% of the total. Students with disability comprise 6.5% of the school population. Students are mostly from the local Yeronga community as Yeronga State School has become an enrolment managed school.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	21	23
Year 4 – Year 7	24	24	21
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

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

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

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

Specialisation across the year level is introduced from Year 3-6 where students engage with teachers across the year level who deliver a specialist subject such as Technology, History, Geography, Health, Art. Classroom teachers in Year 3-6 deliver Maths and English to their own classrooms.

Co-curricular Activities

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

School based

- Instrumental Music Program
 - Strings (Year 3-6)
 - Brass, Woodwind, Percussion (Year 4-6)
- School Community Choirs
 - Stele Voce – Senior Choir (5-6)
 - Cosmio Singers – Junior Choir (2-4)
 - Piccoli Voices – Choir (P-1)
- Media Club
- Robotics Club
- Maths Olympiad
- Maths Club
- Sports skill training
- Auskick
- Qld Cricket development officers
- Backyard Rugby league development officers

- Fitness and Sports Training (Cross country training, athletics training)

P&C implemented

- Art lessons
- Guitar
- Piano Lessons
- Tennis Coaching
- Drama
- Coding and Robotics classes
- Chess Tuition

How Information and Communication Technologies are used to Assist Learning

Every classroom at Yeronga State School has wireless internet access, interactive whiteboards 8 ipads in each Junior School class(P-2), and 10 for each class in Year 3. Year 4- 6 have a mixture of desktops and laptops. Teachers are using computers and digital technologies to support learning across all subject areas, with an active focus on purposeful, meaningful learning opportunities.

A computer lab consisting of 28 computers exists in the resource centre. Teachers use these for research, creating and publishing, to support digital literacy and digital technology development across the school.

Social Climate

Overview

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

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

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

Signature programs to promote social climate include:

School Student Leadership Program

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

A leadership camp was held in term 4 for our Year 5 students to prepare them for Leadership roles in 2016.

Student Council

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

School camping programs

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

Chaplaincy program

In 2015 the chaplaincy program was delivered through a 2 day a week program, funded through NCSWP and managed by Scripture Union. Our school chaplain supports students, parents and staff.

Life Education Program

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

Workplace Rehabilitation Officer

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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	96%	96%
this is a good school (S2035)	98%	97%	98%
their child likes being at this school* (S2001)	96%	96%	95%
their child feels safe at this school* (S2002)	99%	98%	95%
their child's learning needs are being met at this school* (S2003)	93%	92%	91%
their child is making good progress at this school* (S2004)	92%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	92%
teachers at this school motivate their child to learn* (S2007)	91%	93%	94%
teachers at this school treat students fairly* (S2008)	93%	90%	87%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	95%
this school works with them to support their child's learning* (S2010)	93%	96%	94%
this school takes parents' opinions seriously* (S2011)	92%	93%	91%
student behaviour is well managed at this school* (S2012)	97%	92%	92%
this school looks for ways to improve* (S2013)	97%	97%	97%
this school is well maintained* (S2014)	97%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	96%	95%
they like being at their school* (S2036)	94%	96%	94%
they feel safe at their school* (S2037)	98%	94%	95%
their teachers motivate them to learn* (S2038)	99%	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	94%
teachers treat students fairly at their school* (S2041)	94%	88%	86%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	91%	92%	83%
their school takes students' opinions seriously* (S2043)	95%	91%	86%
student behaviour is well managed at their school* (S2044)	93%	84%	82%
their school looks for ways to improve* (S2045)	99%	98%	97%
their school is well maintained* (S2046)	94%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	98%	93%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	95%	98%
they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
they receive useful feedback about their work at their school (S2071)	92%	76%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	95%	100%
student behaviour is well managed at their school (S2074)	97%	93%	93%
staff are well supported at their school (S2075)	83%	74%	87%
their school takes staff opinions seriously (S2076)	89%	68%	85%
their school looks for ways to improve (S2077)	97%	100%	98%
their school is well maintained (S2078)	100%	93%	91%
their school gives them opportunities to do interesting things (S2079)	86%	80%	85%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Yeronga State School believes that a teacher, parent, student relationship is integral to positive learning outcomes for all students. Teachers actively seek to keep parents informed about student progress in their learning through multiple means including newsletters, reports, parent teacher interviews, e-mail and phone calls. Learning needs, including support or extension, are discussed with parents, and referrals to the school Special Needs committee to ascertain the next step take place. Case Management meetings with all stakeholders, including parents, will take place where necessary to ensure parents are aware of how the school is supporting their child's learning needs. Significant Social and Emotional Wellbeing and Behaviour concerns are also referred for additional support from school resources and case management meetings take place when necessary.

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

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



Yeronga State School P&C encourage parents to be actively involved through a 'Just One Thing' initiative. The P&C uses Facebook to keep parents informed and engaged. The close relationship between the P&C and the school is highly valued and includes active involvement in the strategic planning of the school. In 2016, as part of the Quadrennial School review, parents were invited to participate in two forums- Advanced Learners and Digital citizens. Parent representatives were included in the Homework review that has developed a new Home Learning policy to be implemented next year. Parents are regularly asked to complete online surveys to provide feedback to the school in order to address concerns.

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

Respectful relationships programs

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

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

Children are currently being introduced to Learner Protocols, that identify skills and dispositions that our students will develop as they participate in our learning communities, including the general capabilities of the Australian Curriculum. Learner Protocols such as Be a Communicator, Be Kind, Be Ethical, Be Courageous, Be Open-Minded help children to engage positively with others.

Bravehearts present to our students annually, highlighting how to keep yourself safe. Educating our parents and children about Cyber Bullying and social media risks are undertaken annually with different presenters.

In 2016 teacher leaders at Yeronga State School expanded their team leadership skills by engaging in training with a company called Think One Team. Emphasis on above the line and below the line behaviours has highlighted positive communication strategies that have been cascaded out to all staff to help our many collaborative teams across the school to function effectively.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	9	22
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

The school has renewed its efforts on the environmental front this year by establishing a 'Green Team' and introducing Environmental captains in order to reduce the environmental footprint.

In 2016 the P&C undertook a Cool Schools review that included an audit of all classrooms to identify strategies to ensure social, environment and economic sustainability. A recent grant was received to install roof insulation throughout the school. The school and the P&C are adopting other recommendations to reduce the demand for and on air conditioned classrooms. The increase in school population, including the inclusion of the Yeerongpilly ECDP on the school site in 2015 explains the increase in the environmental footprint in recent years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	89,239	0
2014-2015	159,699	429
2015-2016	171,294	1,669

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	37	0
Full-time Equivalent	41	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate Diploma etc.**	5
Bachelor degree	38
Diploma	6
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$140 000 (including Investing for Success funding)

The major professional development initiatives are as follows:

- Think One Team Training – strategic leadership team and school improvement team
- Instructional Coaching – digital and literacy
- Collaborative Planning support
- Peer Coaching – observation and reflection using GROWTH coaching model to improve practice
- Year Level Data Conversations – improve data literacy skills
- Executive Coaching
- Curiosity and Powerful Learning workshops – Teacher Theories of Action- teachers and leaders
- Instructional Rounds- collaboration with other schools
- Implement Curiosity and Powerful Learning School Improvement Initiative to develop teacher capacity to provide excellent teaching and learning practice, including the use of inquiry approach
- Digital Literacies and digital technology use, including school exchange
- Design Thinking and Inquiry Learning
- ACEL and QASSP conference participation- strategic team members

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	90%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	95%	95%	95%	94%	95%	94%					
2015	95%	95%	94%	95%	94%	95%	93%						
2016	95%	95%	95%	96%	95%	96%	95%						

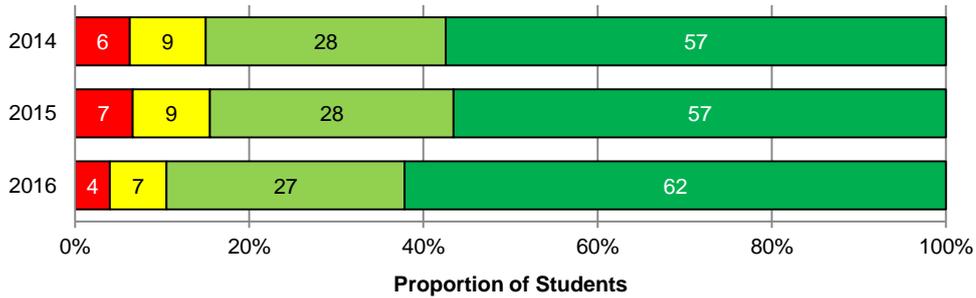
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

NAPLAN

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/>.

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

Sector:

Government

Non-government

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

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

Conclusion

Yeronga State School is a futures orientated school with a clear vision and robust strategic plan to create a learning environment that prepares our students for their future.

