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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2011 and can be obtained on the school website and in hard copy from the office.

Ubobo State School offers a co-educational program for children from Prep to year 7. Pride is taken in caring for each child as an individual while offering an intellectually challenging and inclusive curriculum that reflects the rural context of the school. Our aim is to achieve quality-learning outcomes for each of the students no matter what their ability. Our hope is that each will prove the school motto, '*Trying is Doing*' by becoming active citizens and lifelong learners.

Priorities for 2011 were quality teaching and learning experiences for every student, every day. Information technologies were utilised to provide continuity of learning during extreme weather and learning environments were designed to be inviting, adaptable and ergonomic. Students continued to show both their academic and sporting success which were reflective in the achievements of NAPLAN results, CWA State winners and inclusion in a variety of interschool sports..

The year concluded with a very successful five day school camp to our Nation's capital, Canberra. Some of the exhibits visited included Questacon, the Electoral Education Centre, the War Memorial and Parliament House with a special walk past the Prime Minister's office. We were also fortunate to travel to the snow at Thredbo.

Congratulations to all for making this a good school where students and staff are happy to attend and we look forward to the future success of our students.

Richard Davey
Principal.



Queensland State School Reporting – 2011
Ubobo State School (0879)



School progress towards its goals in 2011

Continued support and development of student talents and improved student outcomes.
Improved staff skills and knowledge of technology and its everyday use in the classroom.
Prepared for the implementation of the Australian National Curriculum.
Continued to combine with school groups from neighbouring schools to enhance learning outcomes.

Future outlook

At Ubobo State School, we continue to pride ourselves in being committed in developing lifelong learning skills for our students and school community. We continue to learn and keep up-to-date with the current educational trends to ensure our students are at the cutting edge of education. The key strategic priorities identified in the school strategic plan are:

Detailed profiling of students to monitor student progress, cater for individual needs and to increase student outcomes.

Maintain high levels of literacy and numeracy performance, particularly in National testing (Yrs 3, 5,7).

Increased use of ICTs for pedagogy and learning.

Market the school and raise the school profile to increase enrolments, including lobbying Government to open land for residential development.

Updating and modernising the school website.

Increase the opportunities to Cluster with the Boyne Valley schools and larger schools within the greater Gladstone area.

Continue provision of Professional Development, particularly with new the Australian National Curriculum.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
13	6	7	57%

Characteristics of the student body:

Situated in the south-eastern corner of the vast Central Queensland Region, the school is linked to Gladstone, 75km north, by a bitumen road. With the neighbouring Builyan and Nagoorin schools it forms the Boyne Valley Cluster which competes with Bororen for Lower Port Curtis sporting events. Students that attend our school come from a number of locations. 62% of our students travel to school from rural properties and 38% of students travel from neighbouring communities to attend Ubobo State School. There are currently no students who live within walking distance of the school.

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

Phase	Average Class Size
All Classes	14

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

QCWA International Day, Country of Study (2010 – Ireland, 2011 – East Timor)

Living Garden and horticulture

Theatre in Education

Annual School Camp

Extra curricula activities

A broad range of extra-curricular activities designed to develop the whole child and develop a sense of community service and civic pride are offered. Students are actively involved in:

Project Club

Jump Rope for Heart

National Tree Day

Clean up Australia Day

Various Interschool sporting events

Bridging Award (Duke of Edinburgh Awards) (Year 7)

Fund raising for charity

Organise & provide community events - Anzac Day Service & Community Christmas Concert

As children progress through the school they deepen their understanding of active citizenship and take on increased leadership roles not only in the school but also in the community. Such activities allow each child to develop culturally and socially, to become environmentally aware and to actively pursue a healthy lifestyle.

How Information and Communication Technologies are used to assist learning

Ubobo State School has a bank of thirteen networked classroom computers readily available and used by students as research tools, communication tools and for assistive learning. One stand-alone computer is designated for educational games, general use and connected to an electronic microscope. The classroom has two interactive whiteboards and various items of technology to support the learning of students with physical and learning disabilities. Students are familiar with the Learning Place, the department's suite of on-line learning resources, to assist and compliment student engagement and learning experiences.

Our school at a glance

Social climate

The school provides a nurturing, caring, family environment. Students are encouraged to accept diversity and to welcome and support the different learning needs of other students. Open days and special functions allow students to share learning outcomes with visitors and the wider community. All appreciate the genuine efforts being made to help each child feel special and a valued member of the community.

Cluster days bring the students of the three Boyne Valley schools together and offer not only the opportunity for students to work with peers, but also for staff to organise specialist visits to extend students learning. Opportunities are provided for students to compete in interschool sporting activities such as softball, six-a-side soccer, volleyball, netball and athletics.

The Parents and Citizen's Association is very active and most families are represented at meetings, working bees and fundraising functions. Tennis tournaments are organised each term as family fun days for children and adults and parents are welcome to use the school facilities throughout the day to allow younger siblings to interact and learn from each other.

100% of parents, caregivers and students believe that this is a good school. Staff morale has maintained a 100% satisfaction rating since 2005. Visitors confirm this. All comment on the friendly, family atmosphere and the inviting surrounds and say students are very lucky to have such a pleasant environment for learning.

Overall behaviour of students in excellent. The school has implemented a zero tolerance policy for physical violence, inappropriate language and bullying which has been backed by the school community. After an initial rise in the number of School Disciplinary Absences, this has reduced to a minimal rate and will continue to be monitored. Positive behaviour is encouraged and rewards are given to reinforce this learning. The school behaviour management policy was updated in 2011 to reflect these changes.

Parent, student and teacher satisfaction with the school

Students' satisfaction in the following areas was higher than like schools and state benchmarks:

Resources

General Satisfaction

Additional Satisfaction

Improvements were identified in a number of key questions. Some examples include how the teacher clearly explains what to do in school work and what the teacher tells you helps to improve the quality of school work.

Our school at a glance

Parents' satisfaction in the following areas was higher than like schools and state benchmarks:

Student Outcomes

Pedagogy

Learning Climate

School Climate

School – Community Relations

Additional Satisfaction items

General Satisfaction items.

Parents responded by commenting on improvements made in areas where their child was making sufficient progress and working well at the school. They also commented on the communication between them and the school and in the improvement in behaviour and discipline in the school.

Staff satisfaction with the school was 100% and were higher than like schools and state benchmarks:

Physical Work Environment

Relationships

School Operations

Staff Morale

Work Value and Recognition

Additional items

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	100%

Our school at a glance

Involving parents in their child's education

Parents are welcome at the school at any time to observe, discuss and/or support student learning. Parents visit to hear reading, assist with sporting teams, maintain the school grounds and support the student's extra curricula and distinctive offerings. They also willingly cater for school celebrations and provide *Sausage Sizzles* on cluster days.

A fortnightly newsletter is sent home to report on topical events and issues and to advise of upcoming events. The newsletter is published on the school web site and in hard copy. The school magazine, *Total Recall*, went digital in 2007 and is now presented to parents on DVD.

Written reports on student learning are shared twice a year with parents/carers and oral parent/teacher interviews are offered each semester. To help parents/carers develop a clearer picture of their child's growth as a learner, each unit of work ends with a culminating activity where the students celebrate and share their learning with the community.

Reducing the school's environmental footprint

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

As a school community, we actively encourage everyone to reduce their environmental footprint. Twenty solar panels were installed in conjunction with the National Solar Rebate Scheme to generate electricity which is directed back into the grid (go to www.solarschools.net for more details). All non-essential electrical items are turned off nightly, over weekends and during school holidays. We have worked closely with the

Earth Smart Science Facilitator to reduce energy consumption by completing an energy audit with recommendations for future improvements. Our water is either harvested from rain water or comes directly from our bore, and waste water goes into a transpiration pit. Weekly refuse disposal is kept to a minimum and paper is recycled as much as possible in printers, fax machines and in the classroom. Food scraps are kept for composting in the vegetable garden and worm farm.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	6,796	0
2010	15,221	0
% change 10 - 11	-55%	N/A

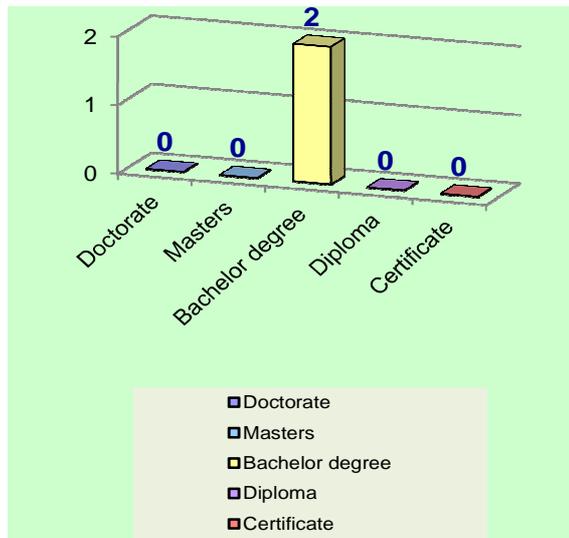
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3930.

The major professional development initiatives are as follows:

- Principals eLearning Conference
- Electronic Whiteboard Training
- Budget and Financial Management Training
- Asthma First Aid Course
- Anaphylaxis Management and Training
- Prep Roadmap Guidelines
- Science Sparks Training
- Orientation and mobility for VI students
- Learning Place tutorial and guide
- Teacher Aide inductions

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 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

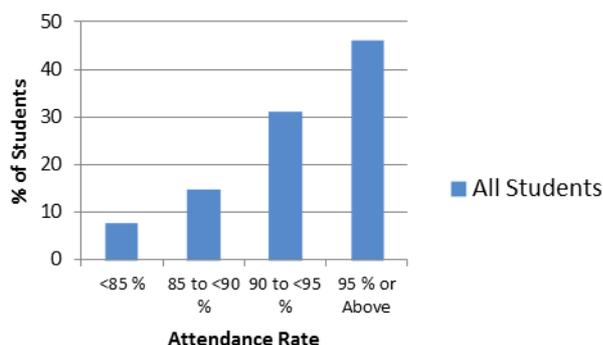
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Due to the small cohort of children at Ubobo State School in 2011 and to protect the privacy of individual students, student attendance data will not be published.

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.

Student attendance is marked twice daily. If a student is away from school without explanation this is followed with a phone call to parents/carers. Families are also able to telephone the school, call into the office or send notes with siblings to explain student absenteeism.

Performance of our students

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.

Collectively from 2008-2011 students achievement has been at or above the Australian comparison in the upper 2 bands for Year 3 Numeracy, Year 5 Reading and Year 7 Writing and Grammar and Punctuation. We have also had 100% of our Year 7 students at and above the National Mean. NAPLAN data along with internal monitoring data is used to assess student learning for reporting and for future planning.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Due to the small cohort of children at Ubobo State School in 2011 and to protect the privacy of individual students, Closing the Gap results will not be published.