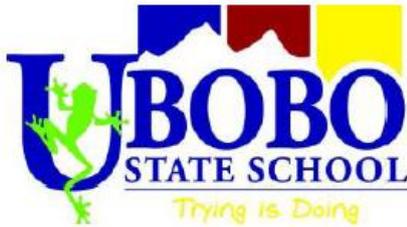


Ubobo State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mrs Jasmine Moore (A/Principal)

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 2012 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 all 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.

School progress towards its goals in 2013

School Priorities	Progress
Aspects of Reading and Writing – vocabulary and world knowledge	Ongoing – reading continues to be the main focus of improvement.
Spelling	Completed – Improvements identifies across all current year levels

In addition to the Annual Improvement Plan (AIP) priorities, the school continues to:

- Support and develop student talents to improve student outcomes.
- Improve staff skills and knowledge of technology and its everyday use in the classroom.
- Implement the Australian National Curriculum and adopt and adapt Curriculum to the Classroom (C2C) units.
- Combine with 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

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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 were:

- 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.

The key priorities for 2013 as outlined in the Annual Implementation Plan were:

- Continue to implement the Australian Curriculum.
- Continue to explicitly teach spelling specifically focussing on transferring these skills to students reading and writing.
- Continue to implement and develop Explicit Instruction to extend student learning.
- Increase student automaticity of number and numeration.
- Analyse data to drive improvement.
- Raise the school profile to increase enrolments.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	13	6	7	57%
2012	8	8		100%
2013	9	9		71%

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

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. 25% of our students travel to school from rural properties and 25% of students travel from neighbouring communities to attend Ubobo State School. 50% of students currently live in the township of Ubobo and are therefore within walking distance of the school.

20% of students identify themselves as Indigenous.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	14	4	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

QCWA International Day, Country of Study (2011 – East Timor, 2012 - Vietnam)
Living Garden and horticulture
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
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 nine 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 teaching areas house 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.

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

Our school at a glance

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 is 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 and will be reviewed again in 2014.

Parent, student and staff satisfaction with the school

Parents' satisfaction with the school was 100% in most areas and was higher than like schools, the CQ region and the State.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	67%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	67%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 a tuckshop on cluster days.

A regular 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. 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, for compost and in the classroom. Food scraps are kept for composting in the vegetable garden and worm farm.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	6,796	0
2011-2012	8,063	0
2012-2013	8,305	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

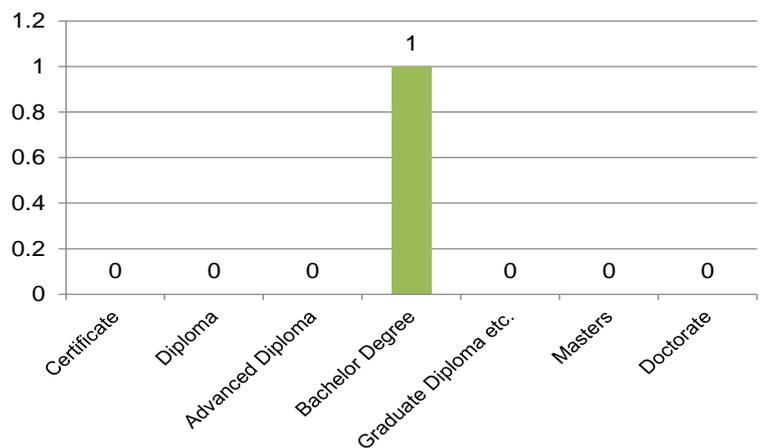
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	4	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	1



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

Our staff profile

The total funds expended on teacher professional development in 2013 were \$1587.71.

The major professional development initiatives are as follows:

Principals Conference

CPR Update

Code of Conduct

Student Protection

The proportion of the teaching staff involved in professional development activities during 2013 was 100

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	99%

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 2013 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

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Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

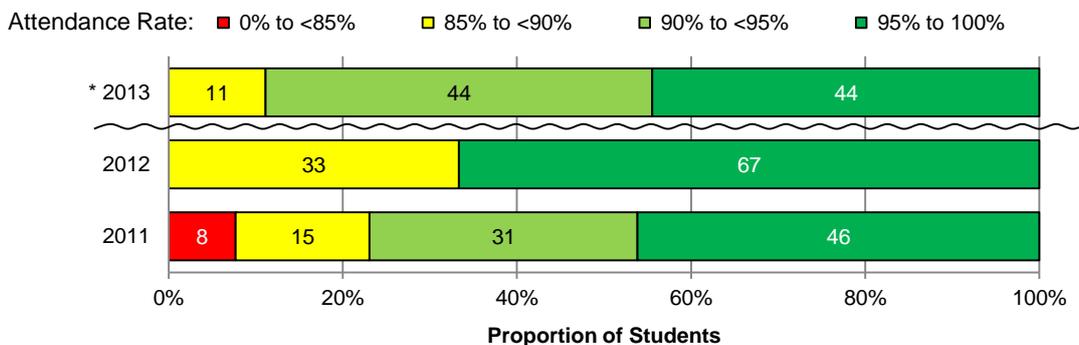
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW		DW	99%	91%	87%	95%					
2012	DW			DW		DW						
2013	93%	95%	DW		DW		92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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 at 9.30am and at 2.30pm. 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, send emails or send notes with siblings to explain student absenteeism.

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/>.

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

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Due to the small cohort of children at Ubobo State School in 2012 and to protect the privacy of individual students, Closing the Gap results will not be published.