

Ubobobo 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

Nestled among mature Jacaranda trees in the heart of the Boyne Valley, Ubobo State School offers a stimulating, challenging and supportive environment for students and community members to aspire to their individual potential. Established in 1927, our school grounds boast enough room for the most physical among us. There is a full size athletic track with designated throwing and jumping areas, 2 full size floodlit tennis courts, one of which is multi-functional and covered for summer use, and 2 covered play forts for younger students.

We have a number of learning areas which can comfortably accommodate up to 60 students. The original school building offers a double teaching space with an attached wet area, 2 administration offices, and a store room. The community room is a multi-purpose area used in a multitude of ways. It has a fully fitted kitchen and a serving hatch for tuckshop, the room is used as a classroom to run the school's Pre-Prep Program, as well as for hosting P&C social functions. Adjacent to the community room is a storage area, housing lunchtime play equipment. Our newest building is the Resource Centre. This multi-purpose building houses our extensive Library and an interactive teaching space. It has been furnished to encourage learning with colourful and ergonomic furniture, a large interactive whiteboard with integrated television and digital hard drive recorder, a Wii games console and wireless internet connectivity.

Ubobo is one of four small townships in the Boyne Valley and is situated 80kms south west of Gladstone. The school joins with Bulyan and Nagoorin to form the Boyne Valley Cluster and comes together on a regular basis, providing students with the opportunity to learn and socialise with children of a similar age.

Principal's Forward

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 2016 and can be obtained on the school website and in hard copy from the office.

School Progress towards its goals in 2016

Curriculum

Improvement Strategy: To Improve Reading

Actions	Targets	Actioned Date
<ul style="list-style-type: none">Develop a whole-school reading program based on modelled, guided, and independent reading		Term 1, 2016
<ul style="list-style-type: none">Collect regular reading data	100% collection	Term 1, 2016
<ul style="list-style-type: none">Differentiate students for small group targeted reading sessions. Additional focus on U2B.		Term 1, 2016
<ul style="list-style-type: none">Introduce daily reading	100% uptake of	Continue from 2015
<ul style="list-style-type: none">Introduce daily vocabulary	100% NMS	Term 1, 2016
<ul style="list-style-type: none">Use I4S funds to employ additional teacher time to:<ul style="list-style-type: none">Target students with small group instruction of English and MathematicsBetter support and prepare teacher aides with student learning in the early years of primary school.Work with the Principal in developing a Whole School Reading framework		Continue from 2015
<ul style="list-style-type: none">Provide learning support for students reading below the benchmark	Implement for	Term 1, 2016

Improvement Strategy: Pedagogy

Action	Targets	Actioned Date
<ul style="list-style-type: none"> Provide opportunities for professional development in Explicit Instruction 	100% teaching staff	Continue from 2015
<ul style="list-style-type: none"> Engage the Explicit Instruction pedagogical framework on a daily basis 	100% teaching staff	Continue from 2015
<ul style="list-style-type: none"> Develop protocols for coaching/mentoring 		Term 1, 2016
<ul style="list-style-type: none"> Initiate coaching/mentoring based on framework 	100% teaching staff	Ongoing into 2017

Future Outlook**Curriculum****Improvement Strategy: To Improve Writing**

Actions	Targets	Actioned Date
<ul style="list-style-type: none"> Develop a whole-school writing program based on modelled, guided, and independent writing 		TBA
<ul style="list-style-type: none"> Collect regular writing data 	100% collection	TBA
<ul style="list-style-type: none"> Differentiate students for small group targeted writing sessions. Additional focus on U2B. 		TBA
<ul style="list-style-type: none"> Introduce daily writing 	100% uptake of Before School Writing	TBA
<ul style="list-style-type: none"> Daily vocabulary 	100% NMS	TBA
<ul style="list-style-type: none"> Use I4S funds to employ additional teacher time to: <ul style="list-style-type: none"> Target students with small group instruction Better support and prepare teacher aides with student learning in the early years of primary school Work with the Principal in developing a Whole School Writing framework 		TBA
<ul style="list-style-type: none"> Provide learning support for students writing below the benchmark 	Implement for 100% students <C standard	TBA

Pedagogy**Improvement Strategy: To Improve Teacher Capability**

Action	Targets	Actioned Date
<ul style="list-style-type: none"> Provide opportunities for professional development in Explicit Instruction 	100% teaching staff	TBA
<ul style="list-style-type: none"> Engage the Explicit Instruction pedagogical framework on a daily basis 	100% teaching staff	TBA
<ul style="list-style-type: none"> Develop protocols for coaching/mentoring 		TBA
<ul style="list-style-type: none"> Initiate coaching/mentoring based on framework 	100% teaching staff	TBA

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	21	17	4	4	83%
2015*	16	11	5	2	69%
2016	12	8	4	4	100%

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

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	10	16	11
Year 4 – Year 7			
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

- The Australian Curriculum provides the framework for educating our students to build on their prior knowledge and maximise learning experiences.
- Students engage in learning through the explicit instruction pedagogy across learning areas.

Co-curricular Activities

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

- Project Club
- Clean up Australia Day
- Earth Hour Day for Schools

- Interschool sporting events
- Fundraising for charity
- Organised community events - Anzac Day Service & Community Christmas Concert
- Engage in QCWA International Day
- Botanic To Bridge Fun Run
- CPR Awareness
- Clustered events with nearby schools to improve sporting opportunities, cultural opportunities, and access to regional resources.

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 large bank of networked classroom four computers (almost one per child) readily available and used by students as research tools, communication tools and for assistive learning. An interactive whiteboard plus two large smart TVs are used to assist the teaching and learning. Ubobo State School has a bank of iPads (almost one per child) which are utilised on a daily basis by both teachers and students.

Social Climate

Overview

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.

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.

The Parents and Citizen's Association is very active and most families are represented at meetings, working bees and fundraising functions. Tennis events are regularly organised as family fun days for children and community to interact.

A Pre-Prep Program is run throughout the year, encouraging pre-school aged children to be involved in our school in a fun, learning environment. This program is structured by the school and delivered by experienced volunteer parents.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)		DW	DW
this is a good school (S2035)		DW	DW
their child likes being at this school* (S2001)		DW	DW
their child feels safe at this school* (S2002)		DW	DW
their child's learning needs are being met at this school* (S2003)		DW	DW
their child is making good progress at this school* (S2004)		DW	DW
teachers at this school expect their child to do his or her best* (S2005)		DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	DW
teachers at this school motivate their child to learn* (S2007)		DW	DW
teachers at this school treat students fairly* (S2008)		DW	DW
they can talk to their child's teachers about their concerns* (S2009)		DW	DW
this school works with them to support their child's learning* (S2010)		DW	DW
this school takes parents' opinions seriously* (S2011)		DW	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)		DW	DW
this school looks for ways to improve* (S2013)		DW	DW
this school is well maintained* (S2014)		DW	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	67%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	67%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	67%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Parents are encouraged to be involved in student learning. Parents run our Pre-Prep Program, come into the classroom for reading, and are regularly kept informed of student progress. Written reports on student learning are shared twice a year and parent/teacher interviews are offered twice a year. Regular discussions are held with all parents regarding any issues or successes.

The parent body is extremely active with fundraising, catering for clustered events and Ubobo State School events, assisting with celebrations and commemorations, and celebrating student successes at school parades.

A regular newsletter is sent home fortnightly to report on all things school. The newsletter is published on the school web site, emailed out, and sent home in hard copy. District News submissions are made in each issue to report similarly. The school magazine, *Total Recall*, is published annually as a keepsake for students from their year at school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some examples of these are:

- Regular behaviour discussions with the whole school
- Engagement of School Based Youth Health Nurse
- Situational responses to localised happenings
- Social gatherings with parents and students

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	2	0	0
Long Suspensions – 6 to 20 days	0	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

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 school 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		
Years	Electricity kWh	Water kL
2013-2014	8,758	0
2014-2015	11,296	0
2015-2016	15,762	0

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

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	3	4	<5
Full-time Equivalent	2	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	
Diploma	
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 \$2 498.12.

The major professional development initiatives are as follows:

- Professional networking and partnerships
- Annual training
- Principal's Conference

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.	100%	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 2016.

Performance of Our Students

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).	91%	93%	99%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	97%	98%

*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%.

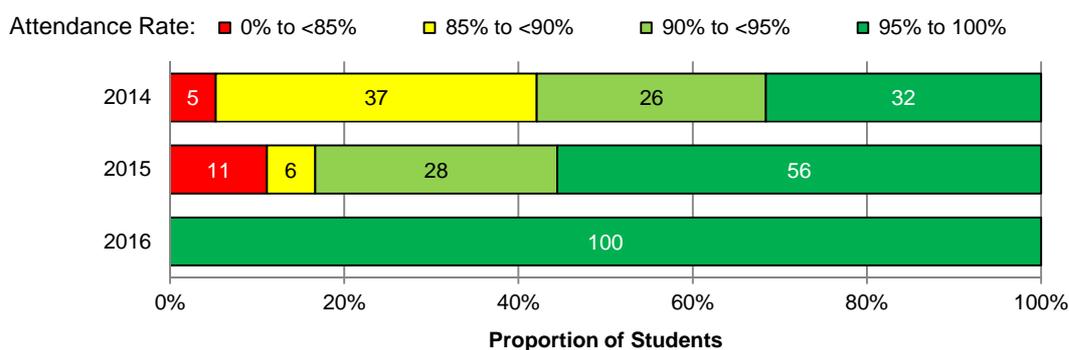
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	89%	93%	DW		91%	DW					
2015	90%	92%	DW	DW	96%								
2016	DW	99%	99%	DW	DW	99%							

*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:



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.

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Student attendance is monitored twice daily, and trends and statistics are examined on a weekly basis. When a student is absent without explanation, a phone call is made to parents/carers (Same Day Notification). Parents/carers can notify the school in the event of absence by phone, email, drop into the office, or sending notes with siblings.

Student attendance is encourage in multiple ways. Student attendance awards for greater than 95% attendance are presented each term. Whole school rewards exist for 100% attendance days and are monitored daily on the school's Attendance Chain. One of four major awards presented at the school graduation is the Attendance Award, given to the student with the highest attendance for the year.

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

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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.