

Ubobo State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

| | |
|-----------------|---|
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School Overview

Nestled in the heart of the Boyne Valley, Ubobo State School is a high performing and extremely well-resourced small, rural school. Established in 1927, Ubobo State School is steeped in history and features a fantastic main building of significant heritage value.

Student learning is of the highest priority at Ubobo, and consistently high student achievement is celebrated regularly. Attached to student achievement is excellent attendance and exemplary student behaviour. Much success is attributed to the long-serving and dedicated staff.

Ubobo State School is well supported with a Chaplaincy Service, an itinerant teacher to deliver Humanities and Social Sciences (HASS) and Science, and the school also employs a second teacher to ensure high quality curriculum delivery to our Prep – Year 2 students. Ubobo State School’s Instrumental Music Program offers lessons in guitar and keyboards for all students from Prep - Year 6, with 100% uptake. A one-day-a-week Chaplaincy service offers students a great avenue for support with a meaningful program run throughout the year to build confidence and leadership. Programs such as Before School Writing and Kilometre Club all add to the school experiences. Transitioning children into school is seen as vitally important, and Ubobo State School’s Pre-Prep Transition Program has proven to be most successful, run by school staff.

Ubobo’s facilities and resources are the envy of most schools across Queensland. Learning spaces are modern and have been renovated extensively in recent times to accentuate the heritage features of the main teaching building and to convert the interior into a modern and interactive space with quality technology. This includes wireless, finger-touch projectors, laptops and iPads for each student, and a 3-in-1 3D printer.

The Ubobo State School grounds offer students and the community impressive facilities with two flood-lit tennis courts, undercover and lit netball court, purpose-built long jump pits, two playgrounds, and an equipped kitchen and learning space for the Pre-Prep Transition Program. The 7 acre grounds are particularly well maintained and allow for the hosting of many events (Boyne Valley-Bororen Sports Day (4 schools), School and Port Curtis Cross Country carnival (40 schools), and is also utilised as a major part of the Elders Country Music Campout, hosting 50 marked campsites. With fantastic facilities, Ubobo State School is utilised for a weekly Boyne Valley Social Netball game and regular community tennis nights.

Clustering with neighbouring schools is vitally important for students and staff at our small, rural school. The school comes together with other schools regularly, providing students with the opportunity to learn and socialise with children of a similar age.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Curriculum

| Strategy: To improve Writing | | |
|--|---|--|
| Actions | Targets | Timelines |
| <ul style="list-style-type: none"> Develop a whole-school writing program based on modelled, guided, and independent writing | | Term 4, 2017 |
| <ul style="list-style-type: none"> Collect regular writing data | 100% collection from all students | Each term & 5-weekly for Learning Support students |
| <ul style="list-style-type: none"> Differentiate students for small group targeted writing sessions. Additional focus on U2B. | | Term 1, 2017 |
| <ul style="list-style-type: none"> Introduce daily writing | 100% uptake of Before School Writing | Term 1, 2017 |
| <ul style="list-style-type: none"> Daily vocabulary | 100% NMS | Term 1, 2017 |
| <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 | | Term 1, 2017 |
| <ul style="list-style-type: none"> Provide learning support for students writing below the benchmark | Implement for 100% students <C standard | Term 1, 2017 |

Pedagogy

| Priority: To Improve Teaching Capability | | |
|--|---------------------|--------------|
| Action | Targets | Timelines |
| <ul style="list-style-type: none"> Provide opportunities for professional development in Explicit Instruction | 100% teaching staff | Term 2, 2017 |
| <ul style="list-style-type: none"> Engage the Explicit Instruction pedagogical framework on a daily basis | 100% teaching staff | Term 2, 2017 |
| <ul style="list-style-type: none"> Develop protocols for coaching/mentoring | | Term 2, 2017 |
| <ul style="list-style-type: none"> Initiate coaching/mentoring based on framework | 100% teaching staff | Term 4, 2017 |

Future Outlook

Curriculum

| Strategy: To improve Writing | | |
|--|---|--|
| Actions | Targets | Timelines |
| <ul style="list-style-type: none"> Further develop a whole-school writing program based on modelled, guided, and independent writing | Completed by end Term 1 | Term 1, 2018 |
| <ul style="list-style-type: none"> Collect regular writing data using the Literacy Continuum | 100% collection from all students | Each term & 5-weekly for Learning Support students |
| <ul style="list-style-type: none"> Goal setting using the Literacy Continuum | 100% students with writing goals | Each Term |
| <ul style="list-style-type: none"> Continue Before School Writing. Embed checks for students to self-assess writing every term. | 100% uptake of Before School Writing | Continue from 2017 |
| <ul style="list-style-type: none"> Daily Vocabulary <ul style="list-style-type: none"> Maintain word walls of Tier 2 words Regularly assess | 100% NMS | Continue from 2017 |
| <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 further developing a Whole School Writing Framework | | Term 1, 2018 |
| <ul style="list-style-type: none"> Provide learning support for students writing below the benchmark using literacy continuum for learning goals | Implement for 100% students <C standard | Term 1, 2018 |
| <ul style="list-style-type: none"> Engage in moderation processes | Moderate each term | Term 1, 2018 |

Pedagogy

| Action | Targets | Timelines |
|--|---------|--------------|
| <ul style="list-style-type: none"> Ensure Key Learning alignment with the Australian Curriculum, Version 8 in English, Mathematics, Humanities And Social Sciences, and Science | | Term 4, 2018 |

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 16 | 11 | 5 | 2 | 69% |
| 2016 | 12 | 8 | 4 | 4 | 100% |
| 2017 | 12 | 8 | 4 | 3 | 92% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 | 2015 | 2016 | 2017 |
| Prep – Year 3 | 16 | 11 | 12 |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

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

- 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 | 2015 | 2016 | 2017 |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016) | DW | DW | 100% |
| this is a good school (S2035) | DW | DW | 100% |
| their child likes being at this school* (S2001) | DW | DW | 100% |
| their child feels safe at this school* (S2002) | DW | DW | 100% |
| their child's learning needs are being met at this school* (S2003) | DW | DW | 100% |
| their child is making good progress at this school* (S2004) | DW | DW | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | DW | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | DW | 100% |
| teachers at this school motivate their child to learn* (S2007) | DW | DW | 100% |
| teachers at this school treat students fairly* (S2008) | DW | DW | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | DW | 100% |
| this school works with them to support their child's learning* (S2010) | DW | DW | 100% |
| this school takes parents' opinions seriously* (S2011) | DW | DW | 100% |
| student behaviour is well managed at this school* (S2012) | DW | DW | 100% |
| this school looks for ways to improve* (S2013) | DW | DW | 100% |
| this school is well maintained* (S2014) | DW | DW | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| 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) | 100% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 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) | 100% | 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: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 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) | 100% | 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 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, equitable, 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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 0 | 0 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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 |
| 2014-2015 | 11,296 | Nil |
| 2015-2016 | 15,762 | Nil |
| 2016-2017 | 28,562 | Nil |

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

GO

Sector:

Government

Non-government

SEARCH

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

| 2017 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 |
| Bachelor degree | |
| Diploma | |
| Certificate | 1 |

*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 2017 were \$4910.36.

The major professional development initiatives are as follows:

- Professional networking and partnerships
- Annual training
- Principal's Conference
- Teaching of Writing

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 99% | 98% |

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 2017.

Performance of Our Students

Student Attendance

Student attendance

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

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93% | 99% | 98% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 97% | 98% | 100% |

*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 2017 for all Queensland Primary schools was 93%.

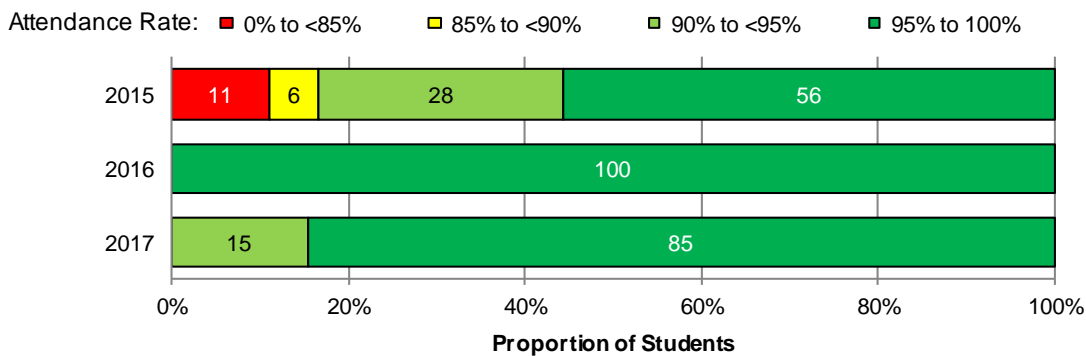
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 90% | 92% | DW | DW | 96% | | | | | | | | |
| 2016 | DW | 99% | 99% | DW | DW | 99% | | | | | | | |
| 2017 | 96% | DW | 98% | 98% | 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:

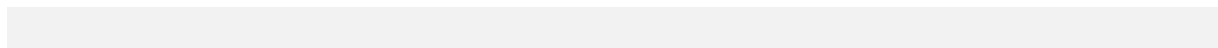


Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

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 encouraged 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.

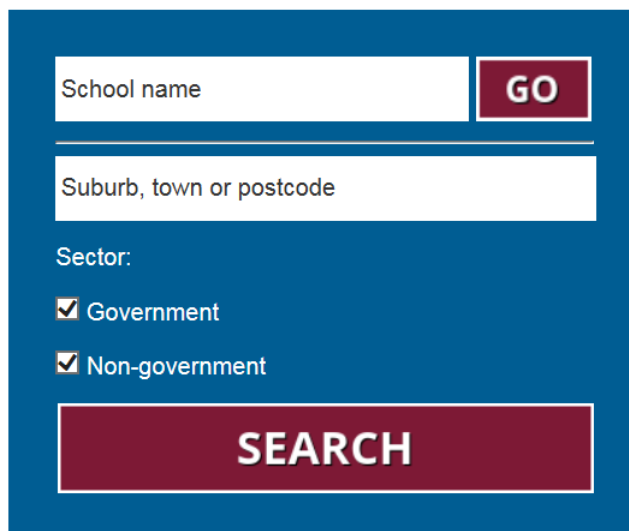


NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.