

Ubobo State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

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From the Principal

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. Students are also fortunate enough to have a school vegetable garden that they maintain themselves, and the grounds have a multitude of fruit trees to further encourage healthy eating. We have a number of learning areas which can comfortably accommodate up to 60 students. The original school building offers a fully renovated, modern, and interactive 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 shed, 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 80 kilometres south west of Gladstone. The school joins with Builyan and Nagoorin to form the Boyne Valley Cluster which comes together on a regular basis, providing students with the opportunity to learn and socialise with children of a similar age.

School progress towards its goals in 2018

Curriculum

Strategy: To use literacy continuum data to generate targeted early writing skills interventions				
Actions	Targets	Timelines	Responsible Officer	Term When Actioned
<ul style="list-style-type: none"> Further embed the whole-school writing program based on modelled, guided, and independent writing 	Commencing Term 1	Embedded by end Term 1	Principal Teachers	Term 1
<ul style="list-style-type: none"> Collect regular writing data using the Literacy Continuum, focusing on early writing skills in the first 2 clusters 	100% collection from all students	Each term & 5-weekly for Learning Support students	Principal Teachers	Term 2
<ul style="list-style-type: none"> Goal setting using the Literacy Continuum for prep and for pre-prep to successfully transition to school 	100% students with writing goals	Each term	Principal Teachers	Term 1
<ul style="list-style-type: none"> Allow Free Writing time for students. Embed checks for students to self-assess writing every term to foster successful transition from OP to PY 	100% uptake of Before School Writing	From start of Term 1	Principal Teachers Staff	Term 1

<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	From start of Term 1	Principal Teachers Teacher Aides	Term 2
<ul style="list-style-type: none"> Use I4S funds to employ additional teacher/teacher aide time to: <ul style="list-style-type: none"> Target students with small group instruction Better support and prepare student learning in the early years of primary school Work with the Principal in further embedding the Whole School Writing Framework 		From start of Term 1	Principal	Term 1
<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	From start of Term 1	Principal Teachers	Term 2
<ul style="list-style-type: none"> Engage in moderation processes with Gladstone Area Small Schools cluster, and include all teaching staff in the processes. 	Moderate each term	From start of Term 1	Principal Teachers	Term 1

Pedagogy

Priority: To embed Australian Curriculum within established and successful pedagogical frameworks				
Action	Targets	Timelines	Responsible Officer:	Term When Actioned
<ul style="list-style-type: none"> Ensure Learning Area alignment with the Australian Curriculum, Version 8 in English, Mathematics, Humanities And Social Sciences, and Science 	All KLAS and 100% of staff teaching all KLAS	By Term 1 2020	Principal Teachers	Term 1

Future outlook

Ubobo State School will assess the needs of the school for 2019 based on enrolment numbers. Currently there is one prep student enrolled as all 2018 students have new enrolments and future targets identified. Ubobo State School is investing heavily in early year's intervention, early writing frameworks and resources to help build resilience and independence. To date enrolments will grow with one new kindy and the current Kindy and Prep, will move up in year levels respectively.

Ubobo State School is also working in the Kindy space, having open its doors in early 2019. By 2019, the projection is that Ubobo SS will meet compliance indicators within all seven domains of the NSQ and work actively to improve flagged section of the QUIP. This includes completing 40,000 dollars' worth of minor works upgrades to the grounds and school buildings as well as ensuring our teaching resources meet the needs of the early year's framework and Queensland Kindy Curriculum.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	12	12	9
Girls	8	8	6
Boys	4	4	3
Indigenous	4	3	2
Enrolment continuity (Feb. – Nov.)	100%	92%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Ubobo State School's student body was comprised of enrolments who were children of the Principal and part-time teacher, students in care and students whose family lived in the Boyne Valley.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	11	12	6
Year 4 – Year 6			3
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum consists of eight learning areas, seven general capabilities and three cross curriculum priorities. In delivering the curriculum, all aspects of the achievement standard for each learning area and/or subject provided in a

year and/or band are to be covered. Ubobo State School offers all relevant subject areas to comply with the all schools delivery all the KLAs by end of 2020 initiatives.

The eight learning areas include:

English

Mathematics

Science

Humanities and Social Sciences

Health and Physical Education

Technologies

The Arts

Languages

Co-curricular activities

- 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

Cluster events with nearby schools are also offered at different times during the school year, which provide students of the Boyne Valley with unique opportunities to create and maintain new friendships.

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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	15,762	28,562	11,091
Water (kL)	NIL	NIL	NIL

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	4	<5
Full-time equivalents	2	2	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	1
Diploma	
Certificate	2

*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 2018 were \$ 7,366.83.

The major professional development initiatives are as follows:

- Building staff capacity in school based library, Principal initiatives and business manager courses

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 55% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	99%	98%	100%
Attendance rate for Indigenous** students at this school	98%	100%	100%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	DW	96%	99%
Year 1	99%	DW	DW
Year 2	99%	98%	DW
Year 3	DW	98%	DW
Year 4	DW	DW	100%
Year 5	99%	DW	
Year 6		99%	DW

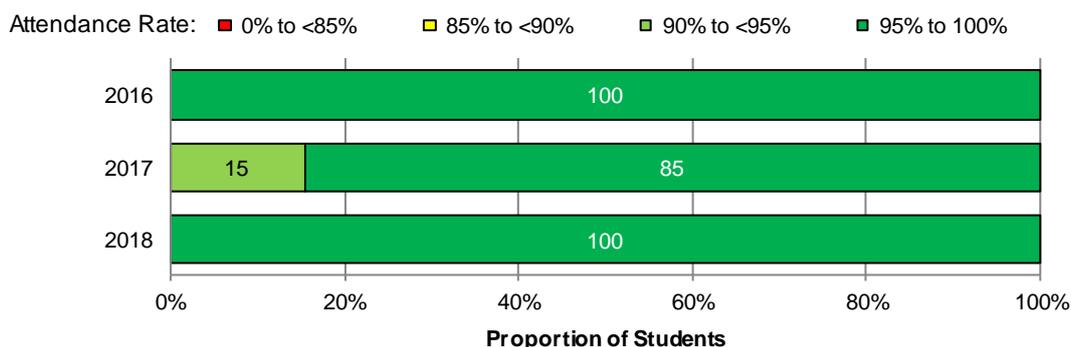
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.