



SMARTER LEARNING

2008 - 2009

THE ANNUAL SCHOOL REPORT YERONGA STATE PRIMARY SCHOOL

122 PARK ROAD YERONGA 4104

PHONE: (07) 3848 0766

Fax: (07) 3848 0094

Yeronga State Primary School is an all-comers co-educational school in Brisbane's inner south-west. Presently enrolments total 565 of whom 61 are in our preparatory classes. An additional 72 attend Yeerongpilly Early Childhood Development Unit for preschool deaf children.

Our school prides itself on its teaching and learning practices across all regular curriculum areas from the time children enter into our Preparatory Centre to their time of exit from our Academy of Year 7. We operate under our banner of **TEAM YERONGA : GREAT SCHOOL** and our school has developed a wonderful reputation for its music and cultural pursuits, sporting opportunities and excellence, as well as social and humanitarian programs involving student participation. In 2008, Yeronga Primary was placed 4th in the all-schools district athletics title after being the premiers for 7 years in a row. In 2008 and 2009 Yeronga went back-to-back to 8-peat the district cross country title making us the most successful school ever with this trophy for 8 successive years. Yeronga has justly claimed rights to being *The School of Running Excellence* within the Sunnybank Sports District.

Yeronga State School population continues to reflect the diversity of multicultural Australia. Within our current student population we currently have 141 students from 39 overseas countries with many of whom speaking 2 or 3 different languages. 81 of these students are eligible for English as a Second Language (ESL) support which is provided by an experienced team of ESL personnel. The largest group of ESL students come from Sudan – 25, followed by Burundi – 13 and Afghanistan – 13. There are 11 students from Liberia, 8 from India and 8 from China while 6 come from Malaysia and 4 each from Korea, Pakistan and New Zealand. Serbia, Tonga, The Cook Islands, Iraq and England each have 3 students here with Vietnam, Fiji, Kurdistan, Thailand, Sierra Leone, Singapore and The Democratic Republic of Congo each with 2 students at Yeronga. There is 1 student from each of Colombia, Spain, Cyprus, Zambia, Sri Lanka, Bangladesh, the Philippines, Syria, Papua New Guinea, Bosnia, Zimbabwe, Ethiopia, Togo, Japan and the Ukraine. Yeronga has an inclusive culture and shows respect, tolerance, compassion and care for everyone in our school family. Such assistance to these students from so many countries continues to add to the profile of the school.

The school has been established for 138 years and has developed and maintained many enhancements. Envisaged projects which we hope to see action upon soon, depending on success with government grants and the stimulus packages under the Building Education Revolution include upgrades to classrooms under the aspects of National School Pride and the additions to our hall and attached Resources Centre under the program of Projects for the 21st Century. Through our State Schools of Tomorrow program we hope to see much renewal to our toilet blocks as well as further maintenance and equipment to our senior school classrooms. We applaud the work done by our groundsman to enhance our ecology plot area and create an outdoor picnic and learning area which we now call Paul's Place. The recent installation of additional roofs and covered walkways linking our prep centre to the infant building has lifted these facilities for our younger students sensationally.

Our school is widely recognized within the Education Queensland system for the leadership, assistance and modelling it gives to visitors from overseas universities who come to us to see classroom school operations. People from Korea, Malaya, Chile, Japan and the like make such visits to interact with our teaching workforce and students at work. Yeronga Primary is also highly rated as an effective school for preservice teacher education. Many of our senior teachers are wonderful mentors providing supervision and leadership in this important area of teacher training to ensure succession in the teaching profession. This busy and essential work with teacher education faculties of various universities has been highly lauded and brings congratulatory commentary to our teaching staff.

Our Parent and Citizens Association is highly active and contributes significantly to the school by way of provision of resources, assistance to representative students and advice concerning school based activities and curriculum issues. Parents and caregivers are highly interactive with the school through Parent Nights, Parent-Teacher Evaluation Conferences, Information and Orientation Sessions as well as Support a Reader/Writer Workshops. The work of our School Chaplain who works in the role of an additional support person, carer and person-of-trust for those in need is applauded. Our chaplain also organises counselling sessions for parents as well as being that extra adult within and about our buildings and playgrounds.

Distinctive curriculum offerings for our students have included, amongst others:

- Teachers work diligently to MAXIMISE ACHIEVEMENT for every student in every classroom, every day.
- Year 7 Science lessons at Yeronga State High School science laboratories.
- Oral language and speech screening completed under the direction of a Speech Language Pathologist for all preparatory children. This is used for monitoring, grouping and programming for students needing further language development. On-going regular speech-language sessions are completed by trained teacher aide personnel.
- Pre-compulsory education to Year 3 classroom literacy practices is embedded and the program of 'Jolly Phonics', implemented since 2001 at Yeronga, has become a cohesive practice across these early years.
- For Year 1 students, the metalinguistic awareness assessment identification support and re-evaluation for all students with ongoing monitoring for those scoring below benchmark standards has enhanced results.
- Constant monitoring of all students literacy and numeracy development with individual or small group support commencing mid Year 1 led by trained staff and trained parent volunteers.
- Robotics workshops and participation in 'Robo Cup' at University of Queensland.
- Our Languages Education through the teaching of German in Years 5, 6, 7 is regarded as one of the best programs in Brisbane with excellent participation and results in the promotional opportunities at The German Club and at the University of Queensland.
- Redesigned approach to English Second Language teaching especially for refugee students incorporating:
 - support within classrooms
 - withdrawal support
 - small homogeneous groups
 - individual support
 - use of African youth worker and recently appointed school chaplain
- Our program of Smart Moves Initiatives includes:
 - 30 minute daily fitness activities for all classes supported by added resources provided by the Parents and Citizens Association
 - exercise and fitness sessions led by students of Southbank T.A.F.E. studying recreational activities
 - extra curricula sessions such as Running Club supervised by staff teachers to promote training for participating students
- Year of Creativity music initiatives combine classroom music and cocurricular programs to cater for our adverse multicultural population. Our unique presentations using technology in music are ahead of our time and attract an interest in music education that appeals to people of all abilities and interest.

Complementary activities for our students in extra-curricula areas involve widespread participation in chess tuition, tennis coaching, after school music and drama teaching, sports practices as well as general fitness and stamina training. Such inclusions have helped us enormously towards success at district, festival and eisteddfod levels.



Student Attendance:

The average attendance rate of our school students as a percentage in 2008 was **95%**.

Distinctive talents of staff are many and varied as our people possess a range of depth of knowledge, skills and experience. Staff volunteer for involvement in program management in curriculum areas in which they are interested and where they believe they can make a contribution. A talents' audit has revealed a wide range of interests and expertise. Our 2008 Triennial School Review parent survey indicated a high level of satisfaction with Yeronga Primary staff. Parent responses described administration, teaching and office staff as approachable, caring, enthusiastic, motivating, accommodating and friendly. Parents believe that staff give encouragement to students and demonstrate positive attitudes and feelings.

TEACHING STAFF DEVELOPMENT: As well as student-free-day activities, staff of all dimensions have been involved in professional development sessions inhouse. These occur before, during or after school. These sessions are opportunities for staff training and mentoring as well as providing a time for feedback from personnel who have been to conferences, workshops and network meetings.

■ **Qualifications of all teachers: % of classroom teachers and school leaders at the school...**

- Masters	11%
- Bachelor Degree	71%
- Diploma	13%
- Certificate	5%

■ **Average teaching staff attendance:**

- For permanent and temporary staff and school leaders the staff attendance rate was **97%** in 2008.

■ **Staff Morale**

- Percentage of staff members satisfied with morale in the school was **86%**.

■ **Proportion of teaching staff retained from the previous school year:**

- From the end of the 2007 school year, **95% of staff** were retained by the school for the entire 2008 school year.

■ **Expenditure on and teacher participation in professional development:**

- The involvement of the teaching staff in professional development activities during 2008 was **97%**
- The total funds expended on teacher professional development in 2008 was **\$17 518**.

■ **Major professional development initiatives over the past year...**

- The 2008 Triennial School Review co-ordinating committee completed an exhaustive study of what professional development teachers undertook and how they used professional development to enhance their work.

The professional development fell into two categories:

- that which was provided by school personnel in the school setting; and
- that which was provided by outside agencies and institutions

All members of our workforce were unanimous in wanting to commit to reflective practice and ongoing professional renewal. The range of professional development activities offered at Yeronga State School has enhanced or changed practices for each individual teacher.

- This range includes:

- Queensland Curriculum Assessment and Reporting Frameworks
- Literacy
- Spelling
- Functional Grammar
- Learning for Action
- Mathematics Investigation

- An initiative like QCARF refocusses on the syllabus and has enabled teachers to work on incorporating Essential Learning into planning and practice.
- Professional Development like the FUNCTIONING OF THE BRAIN WORKSHOP has raised awareness and provided interesting information.
- Teachers believed that professional development increased their knowledge base, raised awareness, offered new approaches and practical ideas, as well as provide opportunities to work collaboratively.
- The examples that were most valuable in changing practice by at least 50% of the teaching staff were-
 - **Functional Grammar**
 - **QCARF**
 - **ICTs**
 - **Development of the Brain**
 - **Spelling action research based on Words Their Way**
 - **Special Needs**
 - **Essential Learnings**
 - **Literacy Prep – Year 3**
- Teachers were very honest in identifying professional development they found to not be as useful in enhancing best practice. Some of these were Family Planning organised by the school, cluster moderation for mathematics and some of the sessions offered by the Western Learning Network.
- The teacher aides' professional development involved sessions provided at school run by members of staff as well as sessions provided at other venues by Education Queensland and other agencies. As each of the teacher-aides has a variety of areas of responsibility and has a wide range of professional development options covered, the data summary only takes into account the professional development common to more than 3 teacher aides.

The most useful sessions were seen to be:

- **Literacy and Prep Training** formulated by Education Queensland
- **Speech and Language Workshop** facilitated by our Speech Language Pathologist
- **Development of the Brain and EAP Validation** processes run by school leaders

RECOMMENDATIONS FOR THE FUTURE ON THIS WORKFORCE TOPIC ARE....

That Yeronga Primary.....

- continues its commitment to reflective practice and ongoing professional renewal
- ensures 100% of teaching and paraprofessional staff are engaged in some form of intraschool or provided inservice facilities
- maintains in excess of 80% of its workforce engaged in professional development opportunities
- responds to teachers requests for added professional development in areas of
 - First Aid
 - ICTs
 - The Arts
 - Practical planning, observations and training in curriculum areas
- responds to teacher-aides interests in the future of
 - ICTs
 - More training in speech
 - Working with different cultures
 - Specific information on special needs for individual students on IEP
- budgets for more than 10% of its general grant money to be expended on professional development for school staff
- continues to build upon the strengths and networks of the workers in the organisation development and encourages responsibility and initiative for all individual and teamwork

Present Ongoing Major Initiatives

MAXIMISING ACHIEVEMENT – Every Student, every day, every classroom

- Teachers have worked diligently towards the following long and short term strategies to improve NAPLAN results across Years 3, 5 and 7
 - Development of new spelling policy and procedures with the program implemented Years 1-7
 - 2008 NAPLAN data analysis – target specific question types
 - Explicit teaching of reading strategies across Year 5 e.g. making inferences, identifying author's purpose and the like
 - Intensive reading accuracy and comprehension program for ESL students around the Year 5 level
 - Practise identified examples of the NAPLAN testing papers in Year 7
 - Identify literacy requirements of questions
 - Explicit teaching of reading comprehension strategies across Year 7

ESSENTIAL LEARNINGS

- Continue with 2 teacher leaders to provide professional development for teaching staff.
- Cluster of schools' professional development Essential Learnings on student free days.
- Professional Development sessions for each individual class teacher to complete unit alignment / planning.
- Ongoing feedback to further development with cluster leaders.
- Development of unit alignment plans at each Year Level.
- Whole year level moderation of assessment tasks.

SPELLING

- Participation in an Action Research Project (one of 4 schools) facilitated by Marianne Schubert.
- Whole School spelling analysis completed.
- Ongoing professional development towards the implementation of Yeronga State School Spelling Analysis.
- Using Curriculum Co-ordination Leaders to facilitate project within Yeronga State School.
- Program designed for implementation across year levels in 2009.

■ **USE OF COMPUTERS TO ASSIST LEARNINGS:**

The school continued to focus on developing teachers' use of ICT resources in the effective delivery of teaching and learning to students.

Numbers of initiatives have occurred during this period:-

- **Oneschool** – The Oneschool web application is a web facility that can be used to record some student data. Staff were trained in the use of the new departmental Oneschool application. The application allows teachers ready access to student records. The major focus to date has been on assessment.
The 2008 second semester reports and the 2009 semester one reports were completed using the web application. The department intends to extend the use and capacity of this application. Future focus will be on consolidating the existing use of the Oneschool application and responding to the expanding role this application provides. This will involve further staff professional development.
- **Computer for teachers** – Every full time teacher working the equivalent of 2 days or more a week was eligible for a laptop provided under this program. The laptops were distributed to teachers in early term one 2009. The "Computers for Teachers" program is designed to give teachers hands on opportunities to enhance their ICT (Information and Communications Technology) skills and consequently seeking to have a positive impact on student learning in a digital world. Teachers are also entitled to take and use their laptops at home. Future activities will focus on the successful use of this equipment to assist with effective teaching and learning delivery.

- **Professional development** – Complementing the laptop issue has been the commencement of a professional development journey for teachers. All teachers (and all students) have been provided with access to the departmental learningplace – a special learning website. The learningplace, as the name suggests, is a wonderful source of activities and resources for teachers to enhance teaching and learning. Teachers have been invited to attend professional development sessions both during school time (pupil free days) and before school sessions to work towards ICT certificates. The certificate recognizes teacher’s advancement towards effective pedagogy coupled with the use of ICT resources. One additional teacher has attended the next level of digital pedagogy development – the departmental pedagogical licence. This will be a continuing focus for future professional development as teachers move further along their own personal professional development paths.
- **Hardware and infrastructure** - At the core of the delivery of teaching and learning is the provision of a reliable network and related infrastructure. The school continues to monitor the performance of the school network with an aim to substantially improve its reliability. Modifications have been made to the hardware fault reporting process to ensure a greater focus on user satisfaction. Particular emphasis has been replacement policy, effective use of computer lab facilities and improvement to print services. A wireless connectivity point was provided to the school in the main staff room. The school will continue to work towards developing a reliable network.

■ **Distinctive and Recent Curriculum Initiatives:**

- ◆ Creating a culture of MAXIMISING ACHIEVEMENT, every student, every day, every classroom in relation to.....individual students.....whole classes.....school programs.....cohorts/groups of students e.g. LBOTE, Indigenous, Male, Female.
All teachers across the total school contribute to and are responsible for all improvements.
- ◆ Queensland Curriculum Assessment Review Framework: Unpacking Essential Learnings and Standards Descriptors : Unit Alignment Planning and redesigning unit plans to reflect Essential Learnings and Standards.
- ◆ Designing of Yeronga State School Spelling Program based on “Words Their Way” approaches.
- ◆ Analysis of standardised testing in comprehension to guide classroom teaching and learning.
- ◆ Analysis of Year 3, 5, 7 NAPLAN test results in Aspects of Numeracy and Literacy to guide ongoing teaching and learning.
- ◆ In Year 5, comprehensive assessment and teaching of Reading Strategies.
- ◆ Whole school inservice for management of MOE (Managed Operating Environment) computer system and “OneSchool” computer system.
- ◆ Involvement with artistic director of ‘Out of the Box’ Festival, 2008. Initial contact by our deputy principal regarding large number of ESL students to contribute to multicultural focus of the festival. Artistic Director and writers worked with students to produce ‘Funny Voices’. Prepared script released using Yeronga Primary students as audience to gauge reaction.
- ◆ **English Second Language, E.S.L. initiatives.....**
 - Homework Club run by E.S.L. staff and volunteers two afternoons after school
 - Involvement of students and parents with agencies to promote: health and well being: healthy lunches; healthy and active lifestyle
 - African drumming workshops led by a well-known African drum-maker and performer
These workshops culminated in the making and use of drums

◆ **Languages Education : The Teaching of German student promotional opportunities...**

Yeronga Primary embraces Languages of the World through its German studies. A focus is to raise the awareness of the importance of languages worldwide. Our teaching of German and related programs is regarded as one of the best in any Brisbane school. Through the classrooms of Years 5, 6 and 7 and into the outer community Yeronga students are engaged in:

- Kinderkarneval at the German Club
- Verse Speaking Competition, Goethe Society, University of Queensland
- Writing competition promoted by the Modern Language Teachers Assn of Qld
- German Quiz Night Showcase for Year 7 students
 - Medieval Festival in conjunction with Year 6 classrooms, teachers and students
 - Year 5 Performing a Play – German fairy tales
 - Gingerbread House – Christmas in Germany
 - Healthy eating unit with food tasting and making black forest cake
 - Tipp-Kick Competition at the German Club
 - LOTE Olympics promoted through the LOTE Centre

Outstanding results have been attained by Yeronga students in many of these German competitions.

■ **Music Education : Classroom and Cocurricular Instruction:**

The Yeronga State School classroom music and cocurricular programs cater to a very diverse and enthusiastic range of students – from recent arrivals to those with many years of tuition on an instrument. The class music program has a number of distinctive elements, among them:

- a series of Early Years writing books produced just for Yeronga students
- a ‘first instrument’ (recorder / tuned percussion) learning program utilising technology and unique learning books and a CD
- units of work focussing on World Music in the Upper School
- the inclusion of song writing in the Early Years program which will see the production of the song book and CD ‘Crea8’ in 2009
- real-world outcomes like the 2008 student Blues CD “Black, White and Blues”
- the use of a range of technologies in every lesson
- full sets of both African Style Marimbas and Orff percussion
- allowing students to perform assessment tasks on their instrument of choice, and
- a focus on involving ESL students, staff and the Yeronga community

Yeronga is a leader in the use of technology in music, with a range of age-appropriate loop composition and recording software in the computer lab, a teaching and communication website, recording equipment and Interactive Whiteboard.

Cocurricular ensembles offering something for everyone are the Cosmio Singers (a choir of 75+ highly committed members from Years 4 to 7) and two Marimba Bands. These groups can extend skilled students while encouraging those with an interest, in a supportive and fun environment. Students attracted to Hip-Hop writing and technology are able to create music using school MacBooks while Beat Boxers are encouraged to share their skills and mentor others.

It is rare to have such a wide range of opportunities and resources on offer at one school. There is something for everyone – putting Yeronga ahead of the rest.



HIGH RESULTS, FANTASTIC EFFORT!



Year 2 Net Additional Support with Statewide and Like Schools Benchmarks



All Students

What are the percentages for additional support?

Official scores from the Corporate Data Warehouse on the 2008 Yeronga Primary comparative results and additional support entitlements concerning our 2008 Year 2 Net results:

Share these scores:

Year 2 Aspects	2008 Yeronga Result	2008 EQ Target Set for Yeronga S.S.	Statewide Comparative Result	Like Schools Grouping Result
Reading	84.4%	80%	74.5%	80.1%
Writing	90.6%	87%	84.0%	88.8%
Number	92.2%	82%	81.0%	85.0%

Looking back over last 5 years cohort results.....

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Reading	85.4%	86.2%	81.8%	82.4%	84.4%
Writing	92.7%	88.7%	90.9%	92.6%	90.6%
Number	84.1%	85.0%	86.9%	86.8%	92.2%

➔ To be holding our own in line with similar schools of our size **must** bring personal satisfaction to all people connected with our school. It is a very competitive world to go **above and beyond**, so complacency will never be the order of our day. Results such as these exemplify our systems and processes. It's all about the **Team Yeronga** ethic.

Let's put our hands together and applaud the wonderful "hard work" teaching and learning which happens in our Early Years Sector. Such sustained figures over recent years are a testimony to the teachers and students across our infant sector.

Congratulations!

NATIONAL ASSESSMENT PROGRAM

Literacy and Numeracy (NAPLAN) Results – 2008

Our reading, writing, spelling, grammar and punctuation, numeracy results for Years 3, 5 and 7

Domain	Measures		Year 3	Year 5	Year 7
Reading	Average score for the school		384	486	568
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard	2008	89.2%	84.4%	97.0%
Writing	Average score for the school		418	496	562
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national benchmark standard	2008	96.9%	90.9%	92.5%
Spelling	Average score for the school		384	482	533
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national benchmark standard	2008	96.9%	87.0%	86.5%
Grammar and Punctuation	Average score for the school		402	506	551
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national benchmark standard	2008	95.3%	85.7%	91.0%
Numeracy	Average score for the school		384	479	575
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national benchmark standard	2008	93.8%	88.3%	98.5%

PERFORMANCE SUMMARY

2008 National Assessment Program Years 3, 5 and 7 Tests in Aspects of Literacy and Numeracy

School and individual student results were distributed to schools throughout Queensland by the Queensland Studies Authority from Monday 15 September 2008. These test results provide information on student performance in some aspects of literacy and numeracy in Standard Australian English. The 2008 Tests should not be regarded as the sole literacy and numeracy tool for students in Years 3, 5 and 7. Results from the tests will vary from year to year and they should be considered along with a range of other performance information available from school-based assessments conducted across the year, as well as with the outcomes from international assessments.

Year 7: Scale ranges from 300 – 780 for each strand. Share these mean scores for our school in comparison with other Queensland averages.

Strands of.....	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
STATE	529	521	527	519	540
Our School	568	562	533	551	575
Our Yr 7 Boys / State	581 / 524	548 / 506	525 / 517	551 / 508	594 / 546
Our Yr 7 Girls / State	552 / 534	581 / 537	543 / 538	552 / 530	553 / 533

More to know? Yeronga observations from the Old Studies Authority charting of Year 3/5/7 Tests – 2008

Year 7

- The suite of results for Yeronga 7s reflected the broad range of diversity of this grade level cohort; several individual results shone.
- The percentages of all Year 7 students at this school at or above the national benchmark standards were:

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
2008:	97.0%	92.5%	98.5%	86.5%	91.0%
2007:	80.0%	84.0%	74.0%		
2006:	91.0%	95.0%	82.0%		
- The individual numbers of students who were at or below these minimum benchmark standards were:
Reading (2); Writing (5); Spelling (9); Grammar & Punctuation (6); Numeracy (1)
- Our school results in each and every strand of the tests were above the state mean for each category.
- The boys and girls were fairly evenly matched in results from the strands but several individual boys shone.
- Results showed that almost 7 out of 10 students for us were consistently above the national average for all states and territories.
- Year 7 teachers and students are to be congratulated on their hard work paying such consistent and much above average dividends.

Year 5: Scale ranges from 250 - 700 for each strand. Share these mean scores for our school in comparison with other Queensland averages.

Strands of.....	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
STATE	467	468	461	477	457
Our School	486	496	482	506	479
Our Yr 5 Boys / State	475 / 461	486 / 454	471 / 452	492 / 466	492 / 463
Our Yr 5 Girls / State	497 / 473	506 / 483	493 / 471	519 / 489	466 / 452

Year 5

- The suite of results for Yeronga Year 5s was markedly higher than state means. This is a grade cohort with a significant number of students with a language background other than English so this makes the scores even more exemplary.
- The percentages of all Year 5 students at this school at or above the minimum national benchmarks standard were:

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
2008:	84.4%	90.9%	88.3%	87.0%	85.7%
2007:	75.0%	81.0%	72.0%		
2006:	82.0%	87.0%	82.0%		
- The individual numbers of students who were at or below these minimum benchmark standards were:
Reading (12); Writing (7); Spelling (10); Grammar & Punctuation (11); Numeracy (9)
- Our school results in each and every strand of the tests were above the state mean for each category.
- Our girls outscore our boys in all aspects of literacy but the result was reversed in all aspects of numeracy.
- Results showed that basically almost 6.5 to 7 out of 10 students for us were consistently placed above the national average for all states and territories.
- Some shining results were posted in the aspects of language conventions of spelling, grammar and punctuation.
- Year 5 teachers and students are to be congratulated on the attention to detail across the aspects and strands.

Year 3: Scale ranges from 150 - 650 for each strand. Share these mean scores for our school in comparison with other Queensland averages.

Strands of.....	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
STATE	372	391	366	370	368
Our School	384	418	384	402	384
Our Yr 3 Boys / State	386 / 365	405 / 378	380 / 357	398 / 360	388 / 371
Our Yr 3 Girls / State	379 / 380	441 / 405	391 / 375	410 / 380	375 / 364

Year 3

- The suite of results for Yeronga Year 3s illustrated that there was good depth in the standard of our achievements with a sprinkling of outstanding results.
- All figures of result were definitively higher than Queensland state means for each category.
- The percentages of all Year 3 students at this school at or above the minimum national benchmark standards were:

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
2008:	89.2%	96.9%	93.8%	96.9%	95.3%
2007:	91.0%	91.0%	90.0%		
2006:	85.0%	82.0%	81.0%		
- The individual numbers of students who were at or below these minimum benchmark standards were:
Reading (7); Writing (2); Spelling (2); Grammar & Punctuation (3); Numeracy (4)
- The boys and girls were fairly evenly matched in results from the strands with writing being an extraordinary result.
- Across the state reading was recognised as being a challenging result but Yeronga fared creditably.
- Results showed that basically nearly 5 out of every 10 students for us were consistently placed above the national average for all states and territories; with the exception being in our standard of Year 3 writing.
- Year 3 teachers are to be congratulated on their preparation of their students for this first time ever experience on the national scale. It proved to be a challenging yet rewarding experience.

National Assessment Program Literacy and Numeracy Testing - 2008

Results for Year Level Cohorts ----- Yeronga State Primary School

% achieving above minimum national benchmark standards

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
7	97.0%	92.5%	86.5%	91.0%	98.5%
5	84.4%	90.9%	87.0%	85.7%	88.3%
3	89.2%	96.9%	96.9%	95.3%	93.8%

% achieving above national average level for Year Level

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
7	68.6%	68.6%	53.7%	67.1%	68.6%
5	64.9%	68.8%	63.6%	70.1%	57.1%
3	43.0%	58.4%	47.6%	49.2%	43.0%

EDUCATION QUEENSLAND and YERONGA STATE PRIMARY SCHOOL
SCHOOL OPINION SURVEY DATA RESULTS 2008 - A SCOREBOARD SUMMARY
PARENTS BY PERFORMANCE AREAS

<u>Student Outcomes</u>	<u>% level better than satisfied</u>
• that your child is making sufficient progress?	83.3%
• that your child works well at this school?	90.7%
• that the school is developing your child's numeracy skills?	83.3%
• that the school is developing your child's literacy skills?	75.7%
• that the school is developing your child's social skills?	86.1%
• that your child is getting a good education at this school?	86.0%
• that the school is developing your child's computer technology skills?	59.5%
• that your child is confident using computer technology at school?	64.9%
<u>Curriculum</u>	
• with the variety of school activities available to your child?	79.1%
• with what your child is learning at this school?	90.4%
• that the school is preparing your child for the future?	64.3%
• about the usefulness of what your child is learning at school?	88.1%
• with the science, technology and mathematics programs at this school?	78.6%
<u>Pedagogy</u>	
• with the quality of teaching your child receives?	86.1%
• with the standard of school work expected?	81.4%
• that the school keeps you well informed on how your child is progressing?	80.5%
• with the opportunities to discuss what your child is being taught?	64.3%
• with the opportunities to discuss how your child is being taught?	61.9%
<u>Learning Climate</u>	
• that the school provides good learning opportunities for your child?	93.1%
• with the encouragement that the school gives to your child?	74.4%
• with the interest that the teacher/s take in your child?	74.4%
<u>School Climate</u>	
• that your child is happy to go to this school?	97.7%
• about the behaviour of students at this school?	79.0%
• with student discipline in the school?	76.7%
• that your child is safe at this school?	93.0%
• that your child is treated fairly at this school?	83.7%
<u>School - Community Relations</u>	
• that school staff are approachable when you want to talk about your child?	86.0%
• that you have opportunities to participate in the life of the school?	78.6%
• that you have opportunities to participate in school decision making?	61.9%
• that the school makes you feel welcome?	86.0%
• that the school communicates well with you?	74.4%
• with the methods the school uses to communicate with you?	76.8%
• that school staff are responsive to your enquiries?	79.1%
<u>Resources</u>	
• with the access your child has to computer technology at school?	52.3%
• with the access your child has to the internet at school?	50.0%
• with the opportunity your child has to use internet-based resources for learning at school?	54.8%
• with the school grounds?	90.7%
• with the school buildings?	76.8%
• that this is a well equipped school?	55.8%
• with how environmentally friendly this school is?	72.1%
<u>General Satisfaction</u>	
• that this is a good school?	90.7%

STUDENTS BY PERFORMANCE AREAS

<u>Student Outcomes</u>	
• that you are doing the best that you can in your school work?	98.3%
• with how well you are learning at this school?	97.5%
• that you are getting a good education at this school?	96.6%
• with the computer technology skills you have learnt at school?	90.0%
• with what your teacher organises for your daily physical activity	86.7%
<u>Curriculum</u>	
• with the activities you do in your classroom?	97.5%
• with the variety of school activities you do?	94.1%
• with what you are learning at this school?	95.9%
<u>Pedagogy</u>	
• with the standard of school work expected?	95.0%
• that you know how well you are going with your school work?	94.2%
• with the way you use computer technology for learning at school?	90.8%
<u>Learning Climate</u>	
• with how often you use computers in class for learning?	75.8%
• that your teacher explains clearly what to do in your school work?	97.5%
• that your teacher helps you to do your best?	97.5%
• with the interest the teacher takes in your learning?	92.5%
• that what your teacher tells you helps you to improve your school work?	100.00%
<u>School Climate</u>	
• that you are happy to go to this school?	98.4%
• about the behaviour of students at this school?	73.3%
• that you are safe at this school?	97.5%
• that you are treated fairly at this school	91.7%
• with how easy it is to get a computer for learning when you need to?	90.0%
• with the school grounds?	96.6%

- with the school buildings? 95.0%
- with how easy it is to access the internet for learning when you need to? 86.7%
- with your learning about the environment at this school? 92.5%

General Satisfaction

- that this is a good school? 100.0%

ALL STAFF BY WORKPLACE DIMENSIONS

Physical Work Environment

- I feel that this school is a safe place in which to work. 88.0%
- I am satisfied with the physical working conditions at this school. 82.0%
- The facilities in this school are well maintained. 78.0%
- This school has good workplace health and safety practices. 82.0%
- I am satisfied with the facilities in this school. 80.0%

Relationships

- Staff and community relations in this school are good. 86.0%
- I have good working relationships with other staff. 96.0%
- I get on well with the students in this school. 100.0%
- I am treated with respect in this school. 92.0%
- Staff and students respect each other in this school. 88.0%

School Operations

- I know what is going on in this school. 78.0%
- This school is a well-organised place in which to work. 74.0%
- I can have a say in decisions about my work in this school. 72.0%
- I am encouraged to take responsibility for my own work. 98.0%

Staff Morale

- There is a good team spirit among the staff at this school. 78.0%
- The staff in this school are enthusiastic about their work. 82.0%
- This school is a good place in which to work. 86.0%
- I am happy working in this school. 90.0%
- The staff in this school put a lot of energy into their work. 92.0%

Support, Resources and Training

- I have access to the resources I need to do my job well. 74.0%
- I get the support within the school that I need to do my job well. 72.0%
- People in the school let me know how well I am doing in my work. 73.5%
- I receive helpful feedback on my work at this school. 67.4%
- This school gives me opportunities to improve my skills. 84.0%
- I can access appropriate information and communication technologies to do my job well. 58.0%
- In this school, information and communication technology devices are well-maintained. 46.0%

Work Roles

- I can manage the different things I have to do in this school. 85.7%
- I can cope with what I have to do in my work. 86.0%
- My work role makes reasonable demands of me. 68.0%
- In this school I am confident of being able to do what is expected of me. 84.0%
- It is clear what my work responsibilities are in this school. 89.8%

Work Value and Recognition

- My contribution to this school is valued. 87.8%
- I feel that my work efforts are worthwhile. 92.0%
- My work skills enable me to make a worthwhile contribution to this school. 92.0%
- I am regarded as a valuable staff member. 80.0%
- My work skills are appreciated in this school. 85.7%

Knowledge and Skills

- Developing intellectually challenging and connected curriculum? 78.0%
- Aligning quality assessment, curriculum, pedagogy and reporting? 65.9%
- Delivering balanced literacy curriculum? 70.8%
- Explicit teaching and assessing of literacies in the Key Learning Areas? 62.5%
- Inclusive educational practices? 69.8%
- Using information and communication technologies? 57.5%
- Understanding indigenous cultures? 61.3%
- Including indigenous perspectives in your work? 39.6%
- Supporting students at risk of disengaging from learning? 61.0%
- That this school has a strong commitment to daily physical activity. 89.8%
- Teaching science, technology and mathematics. 51.3%
- Delivering physical activity. 60.0%
- Delivering environmental education for sustainability. 47.6%
- With professional development provided for syllabus implementation. 52.8%
- That assessment processes in this school are appropriate for your students. 72.2%
- That assessment processes in this school support student learning. 69.4%
- Opportunities to develop skills in the integration of ICTs into the curriculum. 45.7%
- Opportunities to develop skills in teaching about indigenous cultures. 34.3%
- Opportunities to develop skills in engaging indigenous students. 31.5%
- Availability of online resources to do your job well. 48.8%

Frequency, from sometimes – very often, of engagement in learning and development activities.

- network activities (incl. web based networks, professional associations)? 66.0%
- conference/seminar/workshop (either as presenter or audience)? 86.7%
- coaching or mentoring activities (either as coach, mentor or learner)? 69.1%
- online professional learning? 33.4%
- inhouse facilitated and planned activities. 88.7%

% level better than satisfied

IMPROVEMENT PRIORITIES FOR 2009

- Maximise achievement by improving NAPLAN spelling results across Years 3/ 5/ 7.
- Maximise achievement by improving NAPLAN reading in Year 5 for ESL students in lower bands.
- Maximise achievement by improving NAPLAN reading in Year 7 for students in higher bands.
- Continue with the promotion and implementation of Smart Moves policies and practices.
- Further promotion of Smart Choices Strategy and its implications.
- Workforce Inclusion in Literacy Framework for Action and the Early Phase of Learning Plan.
- Promotion of professional development priority areas for 2009 –
 - Queensland Curriculum Assessment and Reporting Framework
 - Essential Learnings and Standards
 - Mathematics and Numeracy
 - English and Literacy
 - School Spelling Program
 - Queensland Curriculum Assessment Tasks for Years 4 and 6
 - Implement the P-12 Curriculum Framework Queensland state schools
- Inclusion of activities associated with the Year of Creativity.
- Whole school acceptance of Aboriginal and Torres Strait Islands Perspectives through the Framework for Action.
- Having more staff members train towards gaining their pedagogical licence.
- Consolidate the existing use of the Oneschool application and respond to the expanding role this application provides.
- Continuity of Learning Action Planning.
- Enhance the resource use of the Ecology Plot and Paul's Place areas.
- Upgrades to classrooms, buildings and resource areas through aspects of government grants and stimulus packages under programs such as –
 - Building Education Revolution
 - National School Pride
 - Projects for the 21st Century
 - State Schools of Tomorrow
- Continue to raise the profile of the school chaplaincy service program.
- Continue to implement key drivers of the Health, Safety and Wellbeing Action Plan for School Workforce.

To All Members of Team Yeronga : Great School

Conclusion: We at Yeronga Primary place a high value on our reporting processes to students, parents and school communities. Our results and practices recognize that curriculum, teaching, assessment and reporting are interconnected.

Through this report readers can relish the enthusiasm and pride which we treasure dearly because we know we share the responsibilities of our children's learning. Such excitement is contagious and spreads quickly to parents and teachers. This happens because our school sets standards of excellence, establishes what it stands for and decides upon definite guidelines to accomplish such a success.

Thank you for sharing in all of our information.



J.M. Johnson
Principal
June, 2009
----oOo----

