HYMBA YUMBA
COMMUNITY HUB
ANNUAL REPORT

2015
HYMBA YUMBA COMMUNITY HUB
4-6 Springfield Parkway
Springfield QLD 4300
Ph I 07 3381 8134
Fax I 07 3381 8135

Total Enrolments
198 Students (Census data 2015)

Year Levels offered
Creche
Prep to Year 12
(Co-educational)

2015 Board of Directors
Uncle Albert Holt (Chairman)
Aunty Gina Archer
Karla Brady
Michael Bong
Yvana Jones
Robert McDonald OAM (Company Secretary)
Stan Sielaff (Treasurer)

COMPLIANCE
The Hub Annual Report meets the requirements for non-State schools and the reporting obligations required by both the Queensland and Australian Governments National Education Agreement (E4) and the Schools Assistance Regulations 2009

PUBLIC AVAILABILITY
Copies of the Annual Report can be found on our website at www.hymbayumba.qld.edu.au
Hard copies of the report may be downloaded from the website
Further information on the Hub and its policies is also available from the Principal Mr. John Davis
admin@hymbayumba.qld.edu.au
ABOUT US

OUR SCHOOL
Searchlight Education Springfield – Hymba Yumba Community Hub (HYCH) is an independent, co-educational school, located approx. 25 kilometres South West of Brisbane CBD. Hymba Yumba, a Community Listening and Learning Place, offers a Prep to Year 12 education grounded in Aboriginal and Torres Strait Islander cultures.

HYCH provides an Integrated Service Model and a Community Hub designed to improve the educational and social outcomes of children, young people and families. This innovative education and community initiative is focused on ‘Closing the Gap’ for Aboriginal and Torres Strait Islander people in the Ipswich – Logan corridor.

The school strives to assist all students to achieve academic, sporting and creative excellence in a culturally affirming, dynamic environment. In the tradition of their peoples, students are encouraged to show Respect for Self, Elders, Family, Community and Country.

Students build strong and proud Indigenous identities in a nurturing and challenging school environment. The contribution of knowledge and wisdom by the Elders, Families and Community is at the core of the education process at Hymba Yumba. Students are actively engaged in education and achieve solid academic outcomes. Their confidence and self-esteem is growing and their pride in Culture is driving them forward.

The Hub includes: Prep-Yr. 12, Vocational Education and Training, health and wellbeing services and an Elders Cultural Yarnin’ place. The knowledge and wisdom that Elders, Families and Young People bring to the school community is valued and respected.

OUR STRATEGIC VISION

Values and Principles

Respect Myself
As a learner and active citizen

Respect Family
Through positive relationships

Respect Community
Through genuine engagement and partnerships

Respect Country
Through inclusion and restoration

Vision

Jarjums achieving their full potential as learners and developing as leaders in their communities and broader society

Focus

• An innovative and empowering education for jarjums, supporting and strengthening our community to achieve
• High standards of learning and academic achievement
• High standards of positive behaviours, well-being and belief in self
• A strong connection to culture and tradition

Evidence

Using research, selecting evidence-based directions, gathering and analysing a wide range of data to monitor and enhance learning and plan for continual improvement
LISTENING AND LEARNING AT HYMBA YUMBA COMMUNITY HUB

The Hymba Yumba Community Hub encompasses a crèche, Prep to Year 6 primary school, Years 7 to 12 high school and a range of alternative education programs.

Hymba - developing our skills in listening, reflecting, evaluating and planning.

Yumba - supporting and extending learning, building school and classroom routines, establishing high expectations for our school community. The Yarning Circle is a key method used in all tiers of our Yumba to develop a binung or Hymba skills.

Community Hub - a meshwork, a hyper-connected organisation actively building and strengthening partnerships to maximise learning. Kabi Kabi refers to the concept of 'flow' or mimburi - a concentration of elements or species such as flora and fauna. Our Hub, in tapping into Kabi Kabi is like a hive of bees.

Based on the longitudinal study of Indigenous education in Australia - Stronger, Smarter Learning Communities - we are striving to achieve three pathways of reform:

- Strong emphasis on understanding, engaging with and acknowledging the cultural and linguistic resources of Indigenous students and communities
- Strong emphasis on Indigenous staff and leadership within the school and engagement with community
- Strong emphasis on building teacher capacity and quality pedagogy across the curriculum through whole school curriculum planning in key areas.

In order to achieve these ‘pathways to reform’ our focus is on:

- Engaging and challenging curriculum programs
- Effective teaching
- Deep and meaningful learning
- Strong corporate and community partnerships
- A supportive and dynamic community hub

Each of these reform areas requires carefully monitoring to gauge impact and inform future planning, goals and targets. We are committed to working together and providing leadership that encourages and inspires jarjums (student/children) and their families. We use the 5 phases of Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) as a key reflection tool. The Ontario K-12 School Effectiveness Framework informs our whole of school approach to improving student learning including academic achievement. Both of these documents contribute to our self-improving schools management plans Sis Mimburi.
Gurambabigi to all in recognition of our 2015 Year!!!

It is an honour & a privilege to publish this and share the amazing leadership journey and potentialities our jarjums show and share with us every day.

It takes a village to raise a child as the old saying goes and nowhere more unique is our Hymba Yumba learning experience, an opportunity for all of us as a Hub to see our jarjums grow and reach their full potentials.

In the spirit of that notion of Hub development, leadership of many, I wanted to share insights into our leadership journey that I was witnessed to and blessed to oversee in my role.

These are the wonderful gifts embedded in our communities. The gifts of leaders and leadership in action like I’ve shared above. The sunsets on a wonderful year & as we project forward to a ‘Bran Nue Dae’ in 2016, we’d like to thank each and every one of you for your inputs and supports in enabling our jarjums to reach their full potential.

This 2015 Year in Review gives a snapshot of the year’s highlights:

- Corporate & Community Committee leads securing TV coverage of the deadly Hymba Yumba Dancers (in Channel 9 ‘Christmas Carols’) &
- Jarjums & families have taken up the challenge & opportunity of a new dawn by securing Hymba Yumba’s first Indigenous Science Excellence attendees to two National CSIRO science camps. One is in Newcastle & the other is in Townsville.
- A new dawn in 2015 for Hymba is the first fully fledged cohort of university - O.P. subjects. There is strong staff commitment to the higher expectations we have on our jarjums & this has been augmented through focused work of & on SIS Mimburi projects
- Four leadership junctures sing out to me as major highlights of the year. First was the selection of our Bynda leaders. Bynda is the regular Yarning Circle time allotted for Junior Prep – Year 6 & senior Year 7 – 12, held weekly. This year saw us grow our leadership positions and create whole school Bynda Leaders. Throughout the regular weekly Yarning Circle we have been hosted by our leaders to work through our core values of Respect & celebrate jarjums achievements.
- These leaders were welcomed in through our official Leadership ceremony hosted by the Honourable Minister Leanne Enoch. As an indigenous leader in her field she provided for the jarjums and our community another benchmark and style of leadership to aspire to.
- Secondly our Bandji & Tiddas Leadership Circle. Again weekly circles in Senior (Years 7 – 12) are set our way – proper way for our young men Bandjis & our young women – Tiddas too yarn and work on strong notions of Indigenous leadership and what it means to carry respects through cultural ways – Respect of Country. This year I was blessed to see and be a part of the Bandji boys development and see them grow under the tutelage of outstanding IEW Mr Kevin Bell. Here the organised – sat circles, laughed – growled and showed the way to more positive forms of Indigenous leadership through their gifting back to community activities and celebrations. Their hard works and efforts were symbolically recognised through the creation of the Bandji Leadership Shirts. Our Senior Leader Keon Saunders was the designer chosen for this project and Hymba has adopted this shirt as a uniform for the Senior school – Bandji Leaders. Not to be outdone the girls – our Tiddas have also been a part of collective acting experiences and created a Tiddas girl shirt. Another foundational school leader Ms Jamia Hopkins has been chosen by the girls to design the shirt. The leadership opportunity which is timetables evey week is Bandjii & Tiddas Boul (circle) held every Friday. This forum has been a grounding platform which has developed not only jarjums sense of self but staff accountability to and for our young men and women. I whole – heartedly invite all to come and sit and set circle and where you can contribute to the leadership growth of our future leaders.
- The third reflection is of an on our Senior cohort. As a community Hub we’re blessed to see and be able to grow Indigenous leadership as a circle together. The Seniors – Year 12 are the benchmark for our jarjums as a whole. They see and feel and are a part of the lives of each other and are committed to each other like no other. Our tiddas leadership especially has a quiet strength and power that cannot be understated. It was a wonderful experience to share with families Senior Formal at Botanic Gardens then solemnly say goodbye at Year 12 Graduation at the Hub. Here I read and shared excerpts on Indigenous Leadership from Ms Wendy Watego & quoted specifically the words from Indigenous classic Bran Nue Dae… “…So look to the day when the sun shines its rays cos I know that a new day is dawning. For dawn it will rise when the people as one shall rise to the light of the morning…”
- The fourth leadership reflection is on staff. 2015 represented a year in review & reflection on ‘our roles in flow’ – SIS Mimburi projects. These were a development of the ‘Ontario Matching’ exercises we partook in 2014 to
deepen the learnings from the largest longitudinal Indigenous Education study, ‘Stronger, Smarter Learning Communities’ (shared earlier). In train with the ISQ agenda of ‘Self – Improving Schools’, we developed with consultant Ms Donna George, key Action Research projects as a Teaching & learning team. This work has been augmented by the National Schools Improvement audit conducted by Mr Glen McGowan. He, at the behest of our Board, focusing on ‘Education & values’, concluded a Full School Review which provides a further road map of & for our work on Curriculum, teaching & Learning.

- This body of work above is part of NSSABs Cyclical auditing process & reporting. The definition of & on our whole school processes will inform future practices & although challenging at times, provides a good anchoring as to the ‘what’, how’ & ‘why’ we teach.

- In further Corporate & community partnership developments we have had a big finale to Semester 1 with our whole school NAIDOC celebrated at Traditional Owner site, Purga. Thank you to the Purga Elders and Descendants whom in their wisdoms have allowed us to respectfully utilize their spaces on country creating an M.O.U agreement for use of site for Hymba Yumba.

- Securing Indigenous Allstars visits & representations with NRL – for February, with Hymba Yumba requested as part of the Indigenous Expert panel for Indigenous all Stars Committee

Look forward to yarning with everyone soon, culturally proficient yarns on Hub development that is focused on “Our jarjums achieving their full potentials...”

YOURS IN SPIRIT

Gaming John Davis - Warra
DEPUTY PRINCIPAL

Erin McDonald

Hymba Yumba Community Hub is implementing the Australian Curriculum, incorporating the embedding of Aboriginal and Torres Strait Islander Histories and Cultures as a main priority.

The primary school subjects include: English, Mathematics, Science, Humanities and Social Sciences with a focus on History and Geography, The Arts, Technologies and Health and Physical Education. On top of embedding Indigenous perspectives within all learning areas we also have developed a Languages curriculum based on local Indigenous Languages. We have consulted and collaborated with the local language groups to ensure appropriate cultural protocols and processes are practiced throughout the programs.

In the secondary school, we welcomed the year 7 cohort, ensuring they adjust to the work load and responsibility of being a ‘high schooler’. Years 7, 8, 9 and 10 subjects included English, Mathematics, Science, Design and Technology, The Arts, History, Geography and Health and Physical Education.

During some of the Health and Physical Education lessons, we utilised our relationship with the Institute of Indigenous Health to deliver the ‘Deadly Choices’ program. These programs are delivered in a culturally appropriate and culturally safe environment for both our jarjies and the facilitators. The programs look at making healthy life choices to ensure better health and life outcomes for Aboriginal and Torres Strait Islander people.

Indigenous Language Studies has evolved through our Cultural Studies Curriculum from last year. Language and Culture must be taught together as we need language to teach culture. Cultural studies is augmented by Bandji and Tidda Boul Leadership Programs, where the boys/young men (Bandjis) do men’s business and the girls/young women (Tiddas) do women’s business.

In 2015, our year 11 girls were all enrolled in authority subjects to receive an OP – Overall Position – to gain entry in any university and/or tertiary institution. Senior school subjects include the authority subjects: English, Mathematics A, Biology, Studies of Society and Aboriginal and Torres Strait Islander Studies as well as SAS – Subject Area Specifications - English Communication, Prevocational Mathematics, Recreational Studies, Early Childhood Practices and Creative Arts.

We have some jarjies participating in traineeships which include the National Australia Bank, RSPCA, media and warehousing.

Throughout the year we had a number of special guests who have come and shared their experiences with our jarjies. These included staff and jarjies from Far North Queensland, Petone Rugby Union Football Club, New Zealand, Edrick Lee – Canberra Raiders Winger, Kieron Lander – Ipswich Jets Captain who won the QRL Intrust Super Competition and NSWRL Interstate Championship.

Extra Curricula activities for 2015

Our special guest for our Leadership Ceremony was the newly appointed MP Leeane Enoch – Minister of Housing and Public Works and Minister for Science and Innovation.

The year 11 and 12 girls went to Mt Tambourine to complete a high ropes course before going to ‘The Outlook’ at Boonah where they were joined by years 10, 9, 8 and 7 throughout the week. The camp allowed jarjies to participate in group activities and develop their leadership qualities.

Tiddas had a few excursions: Black, Bold and Beautiful Luncheon, walk on country at ‘White Rock’ and a high ropes experience at Mt Tambourine.

The year 1 class went to Lake Moogerah to film their version of ‘The Great South East’. Various classes went to the Science Centre and the Queensland Museum.

The primary school jarjies were involved in interschool sports such as netball, AFL, basketball, softball and rugby league. Some of our jarjies participated in one day competitions in AFL and rugby league.

Our swimming carnival was held at WaterWorx in Springfield with the Yuggera team winning on the day. Our athletics carnival was held at QEII stadium. This was a great opportunity for the jarjies to experience a big stadium atmosphere and inspire them to achieve their best. Jagera Sports house were the winners of the day.

Our ANZAC ceremony commemorated 100 years of the ANZAC tradition and we participated in the Redbank RSL march on ANZAC Day with Uncle Rick Goss.
Hymba Yumba celebrated the ‘Our School’ book launch at the Kuril Dugan. Kuril Dugan was also the place where we showcased the wonderfully creative art work of the jarjies.

NAIDOC celebrations were held at Purga and it was facilitated by some of the AEP jarjies.

As part of the Hymba Yumba Respects, jarjies have Respect for themselves, their family, their community and their country. They were rewarded with termly celebrations and our major Respect’s Day Out to finish up the year. Due to our increased enrolments, the celebration was split into Junior and Senior. Juniors went to Sea World and the Seniors went to White Water World.

SENIOR YEARS
Bree Goulding
Senior Years’ Teacher

2015 was an extremely busy year for the Senior students in years 10 – 12. There were many great events and learning experiences that the jarjums have participated in. The year 10 jarjums studied a range of topics in their English class and formed a book club, focusing on the novel “Lord of the Flies” and even created their own satirical news cast titled “You are what you tweet”. Students looked at symbolism, important themes in texts and representations of young people in the media today.

History saw the jarjums explore World War Two, where they constructed a feature article on the rise of Hitler and the Nazi Party. We also spent a semester thoroughly covering the Rights and Freedoms unit that saw the jarjums compare and contrast the civil rights movements here in Australia and in The USA. Classes engaged students with a range of key historical figures and events that have shaped and furthered the fight for Aboriginal rights and freedoms here in Australia. The year 10 jarjums created multimodal presentations on Aboriginal and Torres Strait Islander activists such as Eddie Mabo, Charles Perkins and Vincent Lingairi. An exam was also undertaken by the jarjums to assess their overall knowledge of the unit.

The year 11 and 12 students worked hard in all of their subjects to gain their points for their Queensland Certificate of Education (QCE). The students completed a range of assessments such as multimodal presentations, art pieces, reflective journals, short stories, essays and more. It was truly wonderful to see so many of our senior jarjums working hard to strive towards their full potentials. A nice break from the hard work was also the Senior Leadership Camp that the girls attended at Boonah. The girls showed their true leadership and role modelling skills throughout the entire camp and banded together to complete a range of teamwork activities and individual achievements.

What a successful and busy year it was for our year 11 and 12 students. We had 4 year 12 jarjums graduate in November and all of these girls worked so hard to complete their work and assessments. It was fantastic to be able to celebrate their achievements at their Senior Formal and their “Big Day Out”. The Senior Formal was held at Botanical Café at Mt Coot-tha and was a lovely occasion where families, staff and students came together to farewell our wonderful Year 12 girls. After this great evening the girls had only a few weeks left of classes and then it was graduation and their day of celebration at the Gold Coast. For their “Big Day Out” we all jumped in the bus and went to the inflatable water park Aqua Splash. The girls had a fantastic time (as did the staff) and after that we all had a great lunch of American diner food at a restaurant in Surfers Paradise. It was a great celebration of all their hard work and achievements over 12 years of schooling.

MIDDLE YEARS
Lillian Mokhondo
Middle Years’ Teacher

Year 7

What a great year! 2015 has been a very busy year especially for middle school, moving year 7 to high school was a major change. Great teachers= Great results is the action plan aimed at improving students outcomes. Our year 7’s were able to transition successfully because of the support from the parents and teachers.

Curriculum

Moving to high school has given our students an opportunity to be more mature and responsible. They are able to keep up with the fact that they have to move from one class to another for different subject.
In English we have concentrated on characters and emotions, we are reading a book “Black snake the daring of Ned Kelly”. They are able to argue about Ned Kelly the main character as being a hero, victim or villain and they are working on their journals to create a book.

Science is always fascinating for the students. This year the students were designing a balloon powered vehicle with recycled materials. I was amazed by how they were perfecting their cars so that they can be able to run very fast.

In design and technology the students were cooking at Ipswich. They enjoyed 5 weeks of cooking at one of the best chefs Jamie Oliver’s school. They made yummy dishes and learned different cooking skills.

Excursions
This year we have travelled to Brisbane Planetarium to learn more about the universe. Students enjoyed different activities including the Cosmic Sky dome Display Zone, Mini Theatre, Observatory and the Galaxy Gift Display. One of the venue’s high lights was the optical star project used to create a stunning realistic night sky on the 12.5 meter diameter projection dome. The students enjoyed an astronomical journey.

Homework Club
We have introduced a homework club two days a week, so that the students can utilise this time to catch up on finishing their work including assessments. Homework club has created an opportunity for our students to work independently. They are now involved in science programs experimenting with Ms Stephanie, they enjoy working at the science laboratory

Respect Myself
Respect Family
Respect Community
Respect Country
2015 was another busy year for the Junior School. This year we welcomed two new teachers to the Early Years. Miss Ali (grade 2) and Miss Georgia (grade 3).

Our Focus

Across our Early Years we have focused on our Reading Across Our Hub (RAOH) program. In particular, we have focused on our reading development. Across Prep - 3 we concentrated on our sight words and reading skills. Across the year we have seen substantial improvement in all jarjums literacy skills.

Curriculum Details

In English we have concentrated on character development and different types of stories and responded to them using different forms of writing styles.

In Science we have looked at living and non-living things, chemical science - material and changes, push and pull and space.

In History and Geography we concentrated on our families and their significance as well as looking at the past, present and future.

In Health we looked at how we can look after ourselves and be kind to each other.

Excursions

This year we went on a number of excursions:
- The Science Museum at Southbank
- Cultural excursions to local places
- The Gold Coast looking at sacred places.
- Moogerah Dam

Respect Deadlies

Jarjums in the Early Years have led with their ‘Deadlies’ achievements in past years and this year has been no exception. The jarjums showed their Respect Principles and earned their rewards days each term.

Specialist lessons

The jarjums have thoroughly enjoyed their specialist lessons this year, P.E, Art, Languages, HYS and Music our Way.
Characteristics of the Student Body

HYCH is an enrolment managed school. The HYCH students largely live within the Ipswich, Redbank Plains, Redbank, Carole Park, Goodna, Inala, Woodridge, and Logan City area. Since enrolled at the school, some of our families have moved beyond the borders of our catchment, however, still remain enrolled. In saying this, families chose their residential address to attain enrolment at our school. In 2015, HYCH was representative of a growing range of cultural groups. Our enrolment combines a majority proportion of Aboriginal Torres Strait Islander students, but gaining a growing number of Pacific Islander students. With the HYCH based in the Springfield catchment, and the student base predominately residing outside the Springfield catchment, the Index of Community Socio-educational Advantage (ICSEA) margin for Springfield, is not reflective of the HYCH make up of students.

Distinctive curriculum offerings

Our vision at Hymba Yumba Community Hub is for Jarjums to achieve their full potential in a modern Australian Society and contributing to the spiritual, social, cultural political and economic life of their family and community. Through explicit teaching, students also practice, Music, Dance, Physical Education, Technology and Language.

Distinctive offerings include:

- Indigenous Language
- Reach Out And Read (ROAR) Literacy
- Digital Literacy-support from the QLD University of Technology (QUT)
- Learning Support
- Leadership
- OP Yr. 11-12
- Health and Physical Education (HPE)
- Art
- Music Our way (Indigenous)
- Homework Club

Extra-curricula activities: Descriptions of the activities should be provided, particularly those that involve a significant number of students

ANZAC Day Ceremony-Whole School Event

On the 24th April HYCH held its annual ANZAC Day ceremony. Acknowledgements, Welcomes, Prayer of Remembrance, Special Guest Speakers, Laying of the Wreaths, The Ode, We Will Remember Them, The Last Post (performed by HYCH Hub Development Officer), Minute Silence, The Rouse and the Thankyou from students, set the scene for the day. The contribution from the HYCH staff, students, family and special guests made this a memorable day.

ANZAC Day March-Redbank

HYCH transported 20 of our Jarjies and their families to the ANZAC Day Ceremony in Redbank. Jarjums and their families wore badges of past service men and the senior students laid flowers as a show of respect. The Jarjums made us very proud in full uniform at this ceremony.

NAIDOC Family Day at Purga (Standing on Sacred Ground)-Whole School Event

On the 25th June, HYCH celebrated NAIDOC Day at our Purga Campus. Transport was available for staff, all students and family, stalls and booths were readily available for light refreshments and participating organisational information. Special guests provided art activities and displays, students and families participated in activities, and a spit roast lunch was provided for all. Acknowledgments, speeches, awards and cultural dancing formalised proceedings for the day. It is always good to take our school and families back to country.

Leadership Program

On Friday 20th March 2015, Hymba Yumba held its annual Leadership Ceremony for the whole school. Ms Lee-anne Enoch, who is the Member of Algest, Minister for Housing and Public Innovation, and the first Aboriginal women to be elected to Queensland Parliament. As part of her inspirational speech she mentioned she is expecting this to become the norm, where there are more Aboriginal and Torres Strait Islander people in all careers as well as parliament. Congratulations to all of the Senior Leaders, Sports Captains and Junior and Senior Bynda Leaders! We will continue to see these leaders in actions as the year progresses.
Leadership Camps at Boonah

This year the leaders’ camp was held at the Outlook Camp and Recreational Centre-Boonah. The camp is specific to our Snr. Leader students (Yr. 10-12 avg. 30 students). This camp is designed to provide leadership skills, adventure based learnings, short and long term goal setting, social and emotional wellbeing, experience adult supports, confidence building, family values and outdoor team building activities. It is very encouraging to see our students participate and put into practice their learnings from these camps, in their everyday lives.

Styling Up-Nunukul Yuggera Dancing and Hymba Yumba Dance Workshops-Whole School

Every Wednesday-Friday the Nunukul Yuggera Dances provide training and educational cultural learnings for our students Nunukul Yuggera has a wealth of experience performing at Citizenship Ceremonies, Departmental Heads of Government at International, National and Local levels including tourist venues (Mrrabooka Aboriginal Cultural Experience) and as part of ARC Dreaming in traditional/contemporary theatre performance both locally and on the world stage. Nunukul Yuggera offer a cultural experience specific to the HYCH needs. The troupe offer the following cultural experiences, Indigenous Aboriginal Educational Talks (Talks offer an insight into aboriginal life and history of our ancient land) and Traditional Song and Dance.

Visit to the Broncos training session as special guest-Yr. 4/5

In conjunction with the “Deadly Choices Program”, HYCH was invited to the Brisbane Broncos Rugby League training session day. This day involved educational talks from the Deadly Choices program and the Broncos development staff. The children got to watch the team train and then participate in some training drills. Lunch was provided and the children attained some autographs from the players.

Big Day Out (Annual Respects Day)

Monday 30th November, HYCH Annual Respects Day was at SeaWorld for all students. Transport is provided to the students and staff to and from the venue. Jarjums who have earned their deadlies (points allocated to students throughout the year for good behaviour) are eligible to attend the Hymba Yumba Respects ‘Big Day Out’. Supervision for the day is provided by the HYCH teachers, IEW’s, parents and family. This is a great way to end the year and reward our jarjums for their hard work and efforts throughout the year. At the end of each term, a Respect Day is arranged for the students with the same Respects criteria for the Annual Respects Day.

Senior Formal 2015

On Thursday 5th November, the year 11 and 12 students celebrated the final years of schooling, for the Yr. 12, at their Senior Formal. The Senior Formal was held at the Botanical Café-Mount Coot-tha. The night celebrated the achievements of the year 12 girls, as we all watched a wonderful PowerPoint slideshow of their senior year. A buffet dinner and dessert were enjoyed and guests danced on the deck under the fairy lights until the night came to an end. A gathering of 50 people attended, comprising of staff, family and friends. HYCH had 4 senior students for the year, and 4 senior students graduated. The wonderful evening was put together by the senior girls, they planned the whole occasion and fundraised for months in advance. The girls met regularly to discuss venue, colour scheme and fundraising options.

Bandji Boys

Bandji is the Men’s Group for our Snr. all male Jarjum’s (Yr. 7-12). Traditional processes are incorporated for the group. To begin this process, traditional methods are used, all Bandji’s form a learning circle, from youngest to eldest each male enters the circle, announces their name, who their traditional tribe/s are, mark themselves with ochre (traditional paint) on the right side of their body (Tiddas (girls) left) and acknowledge the stories of this land. This Learning Circle is utilised for all males to have discussion on learnings, behaviours, guidance for other males, fathers, uncles, cousins and social discussions. The HYCH Respects values are embedded in this process and is evident for all males who participate in Bandji. When Learning Circle is completed, activities for the Bandji’s are organised. Activities such as: maintaining the Bandji space within the bush land behind the school, making of Aboriginal tools, general maintenance of the school, art, sporting events/activities and social events are provided during the year. During this year, the Bandji boys have been super busy with development of leadership and a major focus on giving back in community and quality engagement with our local elders in community. The boys have excelled this semester and helped out at
our local Inala elders where the boys spent the day gardening and doing a general clean-up for our elders. The boys left a very positive footprint with our Inala Elders so much so they have been invited back for a lunch. The boys have grown so much as a group and it showed in their art display at our Hymba Yumba NAIDOC at our Purga Campus where the boy’s art pieces sold like hot cakes. Over all it has been a super successful year for all our young men involved in our Bandji Program and all are looking forward to our next year.

**Tidda Girls**

All female jarjums from grade 7 to 12 engage in this regular yarning circle. This program addresses the four Respects principles that Hymba Yumba convey. The program breaks down these principles which allows for our Tiddas (girls) to learn about themselves, the past, our culture and gives them visioning tools. From this program all Tiddas receive information on a variety of topics which enhance their knowledge of past and present ways of valuing themselves. Through this process the Tidda’s learn about being comfortable in your own skin and identity, owning your body and behaviour. Also strength based practices such as standing strong in your culture, family and community, leadership, no shame, learn and gain, working in partnership with local businesses and services which could lead to potential employment, health and nutrition, self-care and self-reflection and respecting each other on different levels. On Friday 27th March, all the Tiddas from year 7 - 12 went for a walk up to White Rock, White Rock is a sacred women’s place. Thanks to the Ugarapul people for allowing us on this sacred land and for the experience it gave us all.

**Black Bold & Beautiful Luncheon**

On Monday the 9th of March, Year 10 & 12 senior girls went to Brisbane City Hall to participate in the Black Bold & Beautiful luncheon. Black, Bold & Beautiful” is for Indigenous women from all ages, and a get together to have lunch and celebrate International Women’s Day. The day presented a range of entertainment such as guest speakers from a range of ages, business background fashion shows, performing artist and a two course meal. With a full belly and amazing entertainment, this event is a great way to support, encourage and recognise Indigenous women and the right choices to a better future.

**Book Launch—“Our School Hymba Yumba”.**

The launch was held on the 26th April 2015 at the Karil Dhargun State Library. Our Student Leaders were the masters of ceremony. Our VIP guest was Preston Campbell and students, staff, family and friends attended.

**Indigenous Languages**

We have been very busy this year in Indigenous Languages. All year levels have been learning the Yuggera and Ugarapul languages. The learning of our languages enables us to assist in the local revitalisation of traditional languages, therefore giving us greater sense of self.

Jarjums in all year levels have participated in a range of activities and excursions in our community and the broader community to enhance their knowledge of their culture and their own personal identity. Our activities are enriched with language and help to develop jarjums knowledge and understanding. Some of the activities our Jarjums have participated in this year were;

- Excursions to Country
- Traditional Arts and Crafts
- Traditional bush tucker tasting, planting and propagation.
- Bush walks
- Hands on Experiences

Indigenous Languages at Hymba Yumba is set to grow even further in 2016 with the development of the senior program, to ensure that jarjums are achieving their full potential.

**Crèche**

In October 2015, HYCH had the great pleasure in opening of our Creche.

We are the Jarjies and we are the newest addition to the Hymba Yumba Community Hub!!! We have had six weeks of fun, laughter and learning together and we have all become such good friends!

This year the Jarjum’s have planted gardens, played dress-ups, looked after our bubbas, exercised our bodies, read books, yarned our stories, made crafts, serve our own food, wash our own hands, take naps at crèche and how to look after our friends. “We already know our RESPECTS VALUES and practice them in everything we do at Crèche; showing respect for ourselves, our families, our community and our country. We are proud to be the next generation of HYCH Jarjum’s reaching our full potential”.
Year 10 Indigenous Languages—Annual Parent Day

On Tuesday the 24th of November the class hosted the first annual Parents Day. Their task was to organise and run a community event. The Jarjums chose to host a cultural day so that our parents could experience a taste of what Hymba Yumba Community Hub has to offer. This program was a part of their Indigenous Languages curriculum and was an assessable task. The day began with acknowledgments, traditional dance and a presentation on the importance of Ochring Up for ceremony (traditional paint). Staff, students and families were then broken up into the three school traditional groups—yuggera, Jagara and Ugarapul. Groups were then guided through activities such as Art, Languages, Dance and Indigenous Games. Every group participated in every activity and were laughing and enjoying themselves. We regrouped and debriefed on the day, then parents wrote a reflection.

Some thoughts for the day:

“The Jarjums were confident and respectful and kept the parents actively engaged all day. I was very proud of the way they conducted themselves, and look forward to their future endeavours”. (Miss Hope)

“Great to see the potential generating in Year 10. The respect and appreciation in culture. Makes us proud to be a part of Hymba Yumba Family. Pleasant day overall” (Students Dad)

“Today was really great! I always enjoy the boys performing. I loved the stories behind the animals in the art class. The craft class was great, making the Mirrigan was relaxing. The Jarjums were always respectful to the adults and the day was amazing, Well Done!” (Students Aunty)

PEARL Program—Positive Engagement Achieving Respect for Life

Providing each high school (Yr. 7-12) jarjum with the tools to achieve their educational and career pathways with a positive attitude, encouragement through parental support, the community and mentors, achieving to their best ability and in a respectful manner to their chosen pathway to life. This program ensures that all Jarjums have the opportunities provided to them through the collaborative partnerships of parents, principal, school teachers, universities, TAFE, other registered training organisations, professional mentors and themselves. This program maps out jarjums personal and professional pathways to university, vocational education/qualifications. We aim to encourage prepare and inspire University pathways or Vocational Qualification pathways and career readiness in our senior jarjums. In 2015 we witness many instances whereby senior jarjums have made remarkable leaps in social maturity, career readiness, deeper knowledge of how to seek and where to seek guidance for their careers, along with a growth in mutual trust and a deeper understanding of the uniqueness of each other’s goals and visions.

Sport

SOFTBALL AND TEEBALL

This term, Jarjies participated in a softball competition versing Westside Christian College. We had a boy and girls team for both softball and tee ball. The tee ball boys and girls were very competitive and finished undefeated. While the soft ball teams finished with a loss and a win. Overall, it was fun and competitive and the jarjies each year are getting better and better!

NRL U12 COMPETITION

On November 11th, in term four, girls who were 12 years old and under played in a rugby league competition held by the NRL. The competition was held at East Mt Gravatt JRLFC. We versed four other schools and finished fourth on the day. Some outstanding performances came from a number of students who were relentless and never gave up. Overall, it was a great day and it’s inspiring to see our female jarjies excelling in sport. Well done girls!

Cross Country Carnival

Our Cross Country Carnival was held on Friday 8th of May 2015. A fantastic effort by all students in this house, but also CONGRATULATIONS to all the students who participated on the day! Whether you ran, jogged or walked around the course, it was great to see so much enthusiasm!

Swimming Carnival

The more serious swimmers amongst us competed in 25m and relays while those who wished to swim competitively but without the onus of further representation swam the 50m events. This format proved popular and a great day was had by all. Records were unassailable although some excellent swims were recorded. The relay as usual was very popular with average laps being around the 50m mark which was tremendous to see. The staff student relay was won again by the staff. It’s hard to see them ever being beaten by the students. The swimming carnival is a fantastic way to start the sporting year.
AFL

During term three, year 4/5/6 jarjums participated in interschool sport. The interschool sports programme runs for three weeks then has a round dedicated for finals. We had two teams registered for AFL, one for the girls and one for the boys. The girls were very successful and even qualified for the grand final. The boys were undefeated for all games but unfortunately lost to one point in their grand final. They loved learning a new sport and developed great team and leadership skills.

Special Guest to Hymba Yumba/Purga

- Shadow Minister for Indigenous Affairs and Shadow Minister for Ageing-Minister Shayne Neumann visited Purga
- Federal Minister of Indigenous Affairs Mr Nigel Scullion
- Member of Algester- Ms Lee-anne Enoch
- Minister for Housing and Public Works- Mick de Brenni
- Minister for Innovation- Christopher Pyne

The social climate of the school, including pastoral care programs and strategies to respond to bullying

Hymba Yumba, (Bijjara Language) a Community Listening and Learning Place, is an innovative education and community building initiative. Our Prep – Year 12 school is grounded in Aboriginal and Torres Strait Islander cultures.

Students are encouraged to achieve academic, sporting and creative excellence in a culturally affirming, dynamic environment. In the tradition of our peoples, students are encouraged to show Respect for Self, Elders, Family, Community and Country.

Students build strong and proud Indigenous identities in a nurturing and challenging school environment. The contribution of knowledge and wisdom by the Elders, Families and Community are at the core of the education process at Hymba Yumba. Our students are actively engaged in education and they achieve solid academic outcomes. Their confidence and self-esteem is growing and their pride in Culture is driving them forward.

RESPECTS Behaviour Plan

The Behaviour Management Plan clearly indicates to our school community, what our jarjums and staff rights and responsibilities are. It also outlines expected behaviours and the consequences involved if they choose to continue certain behaviours. There are both positive and negative consequences in relation to our ‘Respects’. The consequences for behaviours which do not comply with the policy outlines depends on the severity of the incident and the degree of non-compliance.

CARE CIRCLE

Our student support services fall under what’s called the ‘Hymba Yumba Caring Circle’. This is a strategic approach to deliver quality professional support, guidance and counselling for our jarjums.

The core of the circle is our jarjums. We have a Care Circle Executive Team whom administer and implement supportive school structures for jarjums in a multiple of contexts connected to state and federal requirements and cultural protocols. As an Indigenous approach to caring we operate a holistic model of support. In all operations the interest of the child are paramount.

In relation to working holistically, referrals form a part of a suite of actions and strength based approaches to Carers Circles. To be effective holistically a multiple of models and approaches is needed to cater for the wide gambit of jarjums and their needs.

Other targeted approaches aimed at student wellbeing and welfare include:

- Individual Education Plans and ascertainment’s
Whole school Positive Behaviour Management; Respect Principles
Personalised Learning Plans
Tiddas and Bandji Group
Bynda Yarning
IEW in class support
Staff Debriefs
Identity Curriculums
In class Yarning Circles

These processes provide an ongoing, holistic approach to our Caring Circles

SUPPORT STRUCTURES AND PARTNERSHIPS

- Kambu Medical Service
  “Deadly Choice” annual health checks and immunisation programmes for staff, students and families.
- Institute of Urban Indigenous Health
- Various programs delivered by IUIH and Deadly Choices
- Ipswich Aboriginal Police Liaison Officer:

Parent, teacher and student satisfaction with the school

Each year, Hymba Yumba gathers feedback from a wide range of sources to gauge how we are meeting satisfaction, efficiency and improvements within the school. This information helps us to strategically plan for the future.

Demand for enrolment places and employment at the Hub continues to grow. This would indicate a high level of satisfaction with Hymba Yumba from within our targeted community demographic.

Parent: A survey was conducted with the parents and from this, 26 parents were approached, 20 chose to be interviewed, 2 declined. The graph attached demonstrates the outcomes: Refer to Appendix 1

Teacher: Professional Skills Mapping (PSM) and Professional Development Planning (PLP) will be linked to each other, to ensure learning support for teachers and curricular activity coincide. Attached is the PDP and the PSM process flow: Refer to Appendix 1 & 2

Student: Personalised Learning Plans (PLP) are monitored and discussed with the students via their

Teacher, Counsellor, Principal, Deputy Principal, Parents/Care giver and Indigenous Education Worker (IEW). Attach is the PLP template: Refer to Appendix 3

Strategies used for involving parents in their child’s education

Refer to Heading – “Social climate of the school” “Respects Behaviour Plan, Care Circle, also Heading - “Extra-curricula activities” - Parent Days, Sporting Activities, Family Days, Bandji and Tidda Groups” - , & Heading-“Parent, Teacher and Student satisfaction with the school”

BULLYING STRATEGIES

At Hymba Yumba we have high standards and expectations of our jarjums and staff. Bullying of any nature is not accepted or tolerated. The Hub has policies which address both Bullying and Child Protection and our Respect principles reinforce this. Refer to Hymba Yumba website-“Policies and Procedures” (www.hymbayumba.qld.edu.au)

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE:

For information relating to funding sources, please refer to the My School website: http://www.myschool.edu.au/

KEY STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Students 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>199</td>
</tr>
<tr>
<td>Girls</td>
<td>110</td>
</tr>
<tr>
<td>Boys</td>
<td>89</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>90.95%</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>1%</td>
</tr>
</tbody>
</table>

The average student attendance rate as a percentage in 2015 was 80.85%

Collection period: 183 days

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>83.33%</td>
</tr>
<tr>
<td>Year One</td>
<td>87.81%</td>
</tr>
<tr>
<td>Year Two</td>
<td>91.67%</td>
</tr>
<tr>
<td>Year Three</td>
<td>85.31%</td>
</tr>
<tr>
<td>Year Four</td>
<td>85.29%</td>
</tr>
</tbody>
</table>
Participation and engagement is vital at Hymba Yumba and all students are expected in be in attendance on all school days unless they are sick or their absence has been arranged with the Principal.

Parents/carers are expected to notify the school should their jarjum be unable to attend on any given day. These calls are noted by the receptionist. Late arrivals are recorded and a note to the teacher given to the jarjum before they go to class.

Non-attendance is recorded daily in the student roll by the teacher each morning and submitted to administration for recording in our student database. Administration checks the roll for jarjum absences against parent/carer advices and late note records.

Non-attendance is monitored by the Caring Circle and staff attendance officers. All high absentees are discussed at each Care Circle meeting on a fortnightly basis. From there it is decided the course of action as per the attendance policy.

If a jarjum has not presented for a period of 3 consecutive days, the parent/carer will be contacted by the Family Support Worker.

If attendance remains poor then a family meeting takes place with the Principal to discuss a pathway to get the jarjum to return to school or classroom work sent home if applicable.

NAPLAN 2015

For information relating to the 2015 NAPLAN results for Hymba Yumba Community Hub please refer to the My School website [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

The apparent retention rates from Year Ten to Year Twelve were 100%

The number of students who completed Senior Secondary School is 7.

| Year Five | 85.71% |
| Year Six  | 84.58% |
| Year Seven| 79.81% |
| Year Eight| 82.80% |
| Year Nine | 65.31% |
| Year Ten  | 70.00% |
| Year Eleven| 69.25% |
| Year Twelve| 77.41% |

### Year Twelve Outcomes

<table>
<thead>
<tr>
<th>Total Yr. 12 Students (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
</tr>
<tr>
<td>Percentage of OP/IBD students who received an OP 1-15 or an IBD</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer</td>
</tr>
</tbody>
</table>

### Post-school Destination Information

As part of our Hub’s community based ethos, students are encouraged to keep in touch with staff and the wider school community long after they have completed their schooling. As a result, student post-school destinations can be established through this contact and through the follow-up of our Careers Coordinator.

Summary of findings for our 2015 cohort in relation to main destinations of students

<table>
<thead>
<tr>
<th>School Year 2015</th>
<th>Number of Students in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (degree)</td>
<td>2</td>
</tr>
<tr>
<td>Working full-time</td>
<td>3</td>
</tr>
<tr>
<td>Not studying or in the labour force</td>
<td>1</td>
</tr>
<tr>
<td>Moved overseas</td>
<td>1</td>
</tr>
<tr>
<td>Total Year 12 students</td>
<td>7</td>
</tr>
</tbody>
</table>
In 2015, the strong focus on professional development for teachers particularly in the areas of Cultural Awareness, Literacy and Numeracy Curriculum development, Aboriginal and Torres Strait Islander Curriculum development and positive behaviour support continued.

The amount of money spent on professional development for 2015 was $4,418.57. We were again fortunate enough to receive support and expertise from a number of professionals who provided their time, education programs, resources and initiatives to our staff at no cost. Through our strategic partnerships we continued to develop reciprocal alliances to participate in lectures and workshops offered to assist with embedding Indigenous perspectives across the curriculum.

Through Independent Schools Queensland we also participated in briefings and workshops that were provided throughout the year at no cost. Associated costs were also minimal for incidental outlays.

The average expenditure on professional development in 2015 per teacher was $294.57.

The average staff attendance for the Hub based on unplanned absences of sick and emergent leave for periods of up to five days was 96%.

The proportion of teaching staff retained from the previous year was 83%
### APPENDIX 1

2015 Parent Survey Graph

![Having a Say...... Family Yarning](image)

- **A)** Willingness to come to school
- **B)** Interest and participation in the school programs
- **C)** Interest in community and connection to culture
- **D)** Organisation and communication
- **E)** What we are teaching and how we are teaching it

#### Professional Development Planning (PDP) Tool

<table>
<thead>
<tr>
<th>Goal/Objective/Requirement</th>
<th>Strategies</th>
<th>Outcomes</th>
<th>PSM/PDP links – comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
APPENDIX 2

Professional Skills Mapping (PSM) Flow

**Weekly Staff Development Sessions**
*Tuesdays 3.15 – 4.15 pm*

**Initial Staff PD Sessions**
*January 2016*

**Topics:**
- 2Feb: Intro to WDS, PSM Process, Your Cultural Standpoint, Developing Feedback Loops
- 9Feb: What is EIK? - SNOC process for planning
- 16Feb: SNOC process Pt2. Follow up and feedback to staff
- 23Feb: Dr Chris Serra
- 8Mar: Teaching Through Culture, Developing a Cultural Pedagogy. Third Cultural Space Culturally Relevant and Responsive pedagogy
- 15Mar: Inquiry Based learning - Explicit Instruction, Gradual Release of Responsibility Concept
- 22Mar: Term 1 Reflection & Feedback, Planning for Term 2 Weekly Staff PD Sessions

**Commencing Week 3 Staff Conversations to discuss:**
- Your Cultural Standpoint responses
- Teacher Self Reflection Tool (to be completed by end Wk4)
- Book in classroom observations

**Weeks 6, 7, & 8, T1**
- Conduct class observations (2-3 sessions)
- Teacher comments and Feedback
- **Inputs into PSM process**

**HYMBA YUMBA COMMUNITY HUB**

**Term 2, 2016**
PROFESSION SKILLS MAPPING SESSION/S
- To complete the PSM plan for each staff member
- To be reviewed at least twice a year
Student Personalised Learning Plan (PLP)

Student Name;
Age;
DOB;
Year Level;
Date of PLP;
Proposed date of review;

Critical Information about the student (e.g. verification, medication, family circumstances)

Additional Information available (e.g. NAPLAN results, report information, absentee information)

Student Plan

How each student can participate in their own learning plan

What are my goals at school? (What do I want to achieve at school?)
### Educational Information to assist specific Teaching and Learning Strategies

Contributions by Teachers, IEW, Counsellor, Assistant Principal and/or Principal

| Question                                                                 | Format                                                                 | Parent Plan                                                                 |
|-------------------------------------------------------------------------|                                                                      | How each parent/guardian can contribute to their child’s learning?          |
| What are my long term goals for senior years at school and after?       | (School work, TAFE, University, Sports goals?)                       |                                                                           |
| How can I achieve my goals?                                             |                                                                      |                                                                           |
| Education                                                                 |                                                                      |                                                                           |

#### Endorsement Plan

This is an agreement that states each party is satisfied that the student’s educational needs are being met, and that individual goals are being observed.

- **Student:**
  - Date: / / 
  - Signature: 

- **Parent/Guardian:**
  - Date: / / 
  - Signature: 

- **Teacher:**
  - Date: / / 
  - Signature: 

### What strategies best suit the student’s learning style?

### What specific goals need to be considered to bring the student up to year level standard, or to exceed it?

### What area/s does the student struggle in?

### Suggest ways to assist the student with difficult areas.

### What additional strategies can be implemented to maximize learning?

### What classroom strategies can assist the student?

### What support needs does the student require? What resources are needed/utilized?

### What strategies can the whole school implement that will see the student meet goals and increase their level of achievement?

### What academic goals do I want my child to meet? (e.g. Literacy, Numeracy, QCE)

### What other goals do I want my child to meet? (e.g. Sporting, Social, Behavioural)

### Who is an integral part of seeing my child succeed? (e.g. Family, Friends, School)
Suggest goals for the student that are SMART Specific, Measurable, Agreed, Realistic and Time-based)

S

M

A

R

T