COMPLIANCE

The school Annual Report contains the requirements for non-state schools and meets 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 and hard copies of the report may be downloaded from the website.

Copies are also available on request to:

HYMBA YUMBA COMMUNITY HUB

4-6 Springfield Parkway
Springfield QLD 4300
Ph I 07 3381 8134
Fax I 07 3381 8135

Total Enrolments

117 Students Census data 2013

Year Levels offered

Prep to Year 12
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLIANCE</td>
<td>2</td>
</tr>
<tr>
<td>HYMBA YUMBA AT A GLANCE</td>
<td>5</td>
</tr>
<tr>
<td>ABOUT US</td>
<td>7</td>
</tr>
<tr>
<td>OUR SCHOOL</td>
<td>8</td>
</tr>
<tr>
<td>OUR STRATEGIC VISION</td>
<td>8</td>
</tr>
<tr>
<td>SCHOOL LEADERS</td>
<td>9</td>
</tr>
<tr>
<td>PRINCIPAL STATEMENT</td>
<td>10</td>
</tr>
<tr>
<td>DEPUTY PRINCIPAL</td>
<td>12</td>
</tr>
<tr>
<td>SENIOR YEARS</td>
<td>13</td>
</tr>
<tr>
<td>MIDDLE YEARS</td>
<td>14</td>
</tr>
<tr>
<td>JUNIOR YEARS</td>
<td>15</td>
</tr>
<tr>
<td>VET Report</td>
<td>16</td>
</tr>
<tr>
<td>PaCE PROGRAM</td>
<td>17</td>
</tr>
<tr>
<td>SUPPORT STRUCTURES AND PARTNERSHIPS</td>
<td>19</td>
</tr>
<tr>
<td>EVENTS 2013</td>
<td>19</td>
</tr>
<tr>
<td>STRATEGIES USED FOR INVOLVING PARENTS</td>
<td>19</td>
</tr>
<tr>
<td>2013 SURVEY- PARENTS / CARERS</td>
<td>20</td>
</tr>
<tr>
<td>TRAINEESHIPS</td>
<td>20</td>
</tr>
<tr>
<td>ANNUAL AWARDS – AWARDS CEREMONY</td>
<td>20</td>
</tr>
<tr>
<td>ATTENDANCE 2013</td>
<td>21</td>
</tr>
<tr>
<td>NAPLAN 2013</td>
<td>21</td>
</tr>
<tr>
<td>POLITICAL AND ECONOMIC CLIMATE 2013</td>
<td>22</td>
</tr>
<tr>
<td>STAFFING INFORMATION</td>
<td>22</td>
</tr>
<tr>
<td>INCOME</td>
<td>24</td>
</tr>
</tbody>
</table>
HYMBA YUMBA AT A GLANCE

2013
THE FOLLOWING POINTS SUMMARIES THE HIGHLIGHTS AT HYMBA YUMBA COMMUNITY HUB

- Moving into new school site in April
- Professional development in effective practices for literacy and numeracy, with a specific focus on curriculum and pedagogy to ensure graduates of Hymba Yumba achieve / exceed national educational benchmarks
- The skilling of a learning support teacher
- The skilling of a full time counsellor who is accessible to family and jarjums every day
- Participation of the Elders Bora Program, Parent and Engagement Program, Mum’s and Bubs group, and volunteering within the hub.
- Leadership development for seniors
- Enrolment growth of 120 jarjums which lead to the lease of a new 21 seater bus
- The development of a whole School Assessment and reporting framework
- Systematic whole School Data collection and analysis to support increased student performance
- Partnerships with various cultural groups within the community for educational, social and cultural purposes
ABOUT US

2013
Searchlight Education – Hymba Yumba Community Hub is an innovative independent school model. Together it is an Integrated Service Model, and a Community Hub design 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.

Hymba Yumba, 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 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 are at the core of the education process at Hymba Yuma. 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.

Hymba Yumba provides seamless education and training from Birth to Employment. Hymba Yumba also includes: Early Learning and Childcare (0 – 5 years), a fully accredited school (Girls : Prep – Year 12) and (Boys: Prep – Year 8), Vocational Education and Training (all ages), health and wellbeing services, an Elders Cultural Yarnin’ Place and on site boarding and accommodation. The knowledge and wisdom that Elders, Families and Young People bring to the school community is valued and respected.

OUR STRATEGIC VISION
The year 2013 was the first in the new iteration of the Schools four-year strategic planning cycle. The plan is as follows:

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

Jarjums achieving their full potential in a modern Australian Society and contributing to the spiritual, social, cultural political and economic life of their family and community

PURPOSE
Provide and innovative education and community strengthening to achieve

• Positive behaviour, self-worth and capacity
• Connection to culture and traditions
• Self-efficacy as successful learners

GOALS
• Curriculum and Pedagogy
• Personal and Professional Commitment
• Community Relationships and engagement
• Organizational Environment

MEASURES
Maintaining the indicating tools for Hymba Yumba’s learning, administrative, strategic change and improvement
Tramain Maybanks  Brooke Hare  Jazmin Wilson

SCHOOL LEADERS

2013

Roxanne Jones  Taneeka Brady
I am proud to present to you the 2013 Annual School Report for Hymba Yumba Community Hub, “Listening and Learning Place.”

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.

The core values that drive our vision are Respect for self, Respect Family, Respect Community, Respect Country.

This report contains information about what makes Hymba Yumba Community Hub unique. Our focus is on Embedding Indigenous Knowledge’s. We learn through culture not about culture. Our weaves include Senior Leadership, Embedding curriculum design and implementation, extra-curricular offerings, Information and Communication Technology (ICT) usage, our supportive school climate, parent/carers partnerships, staff profile and qualifications and the academic performance of our jarjums. The results of our School Opinion Survey which shows great confidence in our school are also included in this report.

This 2013 Annual Report will demonstrate that Hymba Yumba has largely achieved the 2013 goals and in particular has improved jarjums performance and community confidence in all areas across our campus.

During 2013, significant achievements were made through:

- moving into the new school site in April 2013
- professional development in effective practices for literacy and numeracy, with a specific focus on curriculum and pedagogy which ensures graduates of Hymba Yumba achieve / exceed national educational benchmarks
- professional development of all Teachers and Indigenous Education Workers (IEW) Prep to Year 12 in movement towards highest phase of Embeddedness, “Actioning & Implementing”
- the skilling of a learning support teacher
- the skilling of an full time counsellor who can be accessed every day by family and jarjums
- participation of the community in the Elder’s Bora program, Parent and Engagement Program, Mums & Buds group, volunteering with in the Hub
- leadership development for seniors
- employment of new teachers and non-teaching staff
- purchase of our new 21 seater big bus
- growth of enrolments to 120 jarjums

Development of:

- Whole School Assessment and Reporting framework
- Systematic Whole School Data collection and analysis to support increased student performance.
- Communication Technology infrastructure, resource and professional development plan for staff and students.
- Coaching and mentoring processes to support staff professional learning.
- Partnerships with the various cultural groups within the community for educational, social and cultural purposes.
- Effective communication processes to ensure efficient school operations

Our distinctive curriculum offerings

In addition to the mandated Key Learning Areas of English, Maths, Science, Studies of Society and the Environment, The Arts, Health and Physical Education and Technology, Hymba Yumba Community Hub had the following curriculum offerings:-

- Indigenous Language as a LOTE – Prep – Year 10
- An effective Prep program that combines active learning with a strong focus on literacy and numeracy. Our students are also taught independent and lifelong learning skills
- A strong focus on differentiated learning – students are cross grouped according to needs and abilities in literacy and numeracy and participate in booster groups for support and extension.
- Explicit ICT lessons are part of the Years 1- 7 Curriculum.
- Delivery of consistent curriculum practices through teachers working and planning in Year Level Teams with a focus on explicit teaching, student goal setting, reflection and feedback.
- Junior and Senior computer lab which support integration of ICT’s in daily curriculum.
- An excellent Physical Education Program including, touch football, softball, Traditional indigenous games and healthy choice program
- A large variety of regional and district sporting opportunities such as Rugby League, Soccer, AFL, Netball, Softball.
- A Art Teacher teaching an excellent Visual and Creative Arts Program for students Prep – Yr 12 Swimming lessons for Prep – Year 12.
**Extra curricula activities**

Hymba Yumba has many dedicated teaching and non-teaching staff who willingly give their time to provide students with a range of extra-curricular activities, some of which are listed below.

- Senior Leadership Program
- Hymba Yumba Dance Group
- Styling Up Dance Group
- Touch football comps
- Interschool Sporting Program.
- Lunchtime sport and activities programs.
- After school Creative Home Work Centre
- Camp Program (Senior Years)
- Parent and Community Engagement Program
- Excursions and visiting shows to complement and link with curriculum programs.

**How Information and Communication Technologies are used to assist learning**

Hymba Yumba believes that “Smart Classroom Learning Boards” use information and communications technology (ICT) to motivate and engage jarjums and to give them the skills needed for jobs in the future.

Each classroom has access to electronic tools or data projectors to support integration of ICT and to allow teachers to engage jarjums in dynamic, interactive learning experiences.

Computers are an integral part of teaching and learning in every classroom. In addition to computers in every classroom, a computer hub is used to explicitly teach students computer skills which they then apply in daily learning activities in classrooms. A state of the art computer lab has been established.

The types of learning experiences include: word processing, animation, clip art, computer software programs for specific learning, Power Point, digital photography presentations, Excel and use of the Learning Place.
Hymba Yumba follows the Australian Curriculum. In the primary school subjects that are taught included English, Mathematics, Science, History and Geography.

At a school level subjects such as Health and Physical Education the curriculum used is from the QSA. Also Indigenous Cultural Studies has been developed at a local level that represents the local language groups in the Springfield area, Yuggera, Jagara and Ugarapul. So now we have Indigenous Languages as a LOTE.

In the secondary school, in junior school (8 – 10) there is English, Mathematics, Science, History and Geography, Design and Technology. Health and Physical Education utilised our relationship with the Institute of Urban Indigenous Health to deliver programs in a culturally appropriate and culturally safe environment for both the learner and the facilitator.

Cultural Studies units of work was also developed at a local level that represented the local language groups, including the sacred sites in the Springfield area. Cultural studies was augmented by Bandji and Tiddas Boul Leadership program, where the boys/young men (Bandjis) would do men’s business and the girls/young women (Tiddas) would do women’s business.

Senior School
Subjects offered English Communication, Prevocational Mathematics, and Science in Practice, Recreational Studies, Business Studies, Aboriginal and Torres Strait Islander Studies, Creative Arts.

Some students were enrolled in subjects via Brisbane School of Distance Education included Authority subjects – English, Mathematics A, Biology, Chemistry.

There were also students enrolled in traineeships with 98.9 Music Station, Hospitality at Bremer TAFE, ANZ Bank, (need to see Toni for more)

Extra Curricula activities for 2013
Year 11/12 as part of Senior Leadership travelled to Mt Tambourine for a day trip then went to Boonah for a camp out. The next day they were then joined by year 8, 9, and 10’s for an overnight stay.

Year 6/7 class also attended Boonah Outlook for an overnight stay at the end of October.

4/5 class went to Kalbar where a native garden is being grown

Cultural study classes (females only) went to White Rock a sacred women’s business site, then later joined the boys at Kalbar.

Year 8 – 12’s saw a performance ‘BLAK’ by the Bangarra Dance Theatre at the Performing Arts Centre, which also enabled an excursion to the Gallery of Modern Art and the Museum.

As part of the ‘Deadly Choices’ program the years 4 -12 attended a training session at the Broncos football club and later that week the year 8 – 12 students experienced a live Broncos game at Suncorp Stadium.

Primary School students were involved in Interschool sports such as Basketball, Softball and Soccer.

Years 4 – 12 were actively involved in an afternoon session of QZTAG which was a part of an Ipswich PCYC and Kambu Medical Centre initiative on a Wednesday afternoon.

Respect Day out to Dreamworld. As part of the great behaviour and respect that jarjies have for themselves, their family, their community and their country, they were rewarded with a day out to Dreamworld.

Vulcana Circus taught all classes some circus moves such as tumbling, balancing and juggling. This was part of the Health and Physical Education program for the primary school and part of a Creative Arts unit. The Creative Arts students went to a local home for intellectually impaired people to show their visual art and also do a short performance.

The Song Room program allowed us to meet with Jed Cahill from In “The Bin Productions”, he taught our kids all about media. As part of the end outcome he helped produce a short DVD showcasing our hub and the fantastic staff and students we have.
Throughout 2013 the senior years (8-12) worked hard to complete a range of assessments, course work and participate in outside of school opportunities and excursions. Through all our work we uphold our core Respect principles and adapt ways of working that embed Aboriginal and Torres Strait Islander perspectives.

The year 8 students looked at a range of historical perspectives in History class, studying units named The Vikings, The Black Death and The Japanese Shoguns. They finished off the term by creating their very own Viking Longboat out of arts and craft materials. The Black Death unit of work was really interesting and the students loved hearing about the superstition and strange remedies that were around during this era in regards to early Middle Ages medical treatments. We drew a lot of synergies to early English society and culture to beliefs and customs of our people. Our focus then turned to early Asian societies, where the year 8 students compared Japanese Samurai warriors with Knights from Medieval times.

In the 9/10 English class there was a strong focus on poetry and identity during term one. The students explored the idea of Australian identity and what that looks like in today’s society. They also studied poetry from prominent Indigenous writers such as Oodgeroo Noonuccal. We then travelled to Asia, in a unit that was aimed to show the different cultural representations of Asia in different text types. The 9/10 girls then wrote a comparative essay explaining the similarities and differences between spirits in Japanese culture and those in Aboriginal and Torres Strait Islander culture. To finish off a great year of academic success the girls performed a mock television current affairs show.

The year 11/12 girls created some great work in both English Communication and Aboriginal and Torres Strait Islander Studies. They constructed travel brochures and presented to the class their top tips for young travellers. The girls also created their very own children’s picture book and also presented to the class a demonstration of a piece of technology. Throughout the year the girls really developed great confidence in presenting to an audience and their written work showed real promise.

Aboriginal and Torres Strait Islander Studies is a challenging OP subject offered here at Hymba Yumba Community Hub. For most of the girls it is the only OP stream subject that they take at the Hub and it does require a lot of hard work and dedication. Their learning logs contained plenty of exciting cultural experiences such as watching the Bangarra Dance Company perform at QPAC in Brisbane. Some students were also lucky enough to visit QPAC again to see the performance of Up the Ladder, by ACPA. The girls should be really proud of the efforts.

Overall, 2013 was a really exciting and productive year in the Senior school, with many students achieving great results and gaining valuable learning experiences. We also saw our year 12 student’s graduate and attend the first Hymba Yumba Senior formal to be held on our new school site.
2013! What a great year! We have covered a lot of material and participated in many fun and exciting projects, building an enclosure was very fascinating and everyone has put so much effort from the beginning to the end. We made new friends along the way too.

We have lived, loved, laughed, played, studied, learned and enriched our lives together. I wish it could go on indefinitely. Each of your children has brought such joy and happiness to our classroom. I was so fortunate to have such wonderful group of children this past year. My family often lough at me when I refer to our children as “my kids”. They are like my own children, they all have touched my life in a very positive and rewarding ways.
2013 has been a busy year for the Prep and Year One’s. We have moved across to our lovely new campus and the children love their new areas and being able to stretch their legs alongside the rest of the primary school cohort. We are enjoying the new space and the beautiful learning environment.

Across the year we have concentrated on developing literacy and numeracy skills and have used those skills across all curriculum areas.

Curriculum Details
In English we have concentrated on characters and their emotions and looked at a wide variety of literacy styles. The Preps and Year One’s have developed their problem solving skills and have learnt many different strategies. In Science we have looked at living things and non-living things, the environment, classifying animals, materials as well as light and sound. In History we looked at our families and our totems. To stay healthy we have discussed our emotions and how they affect us. We spoke about our body parts and their formal names.

Excursions
This year we have travelled to the Ipswich Rail Museum and Queens Park.

RESPECT DEADLIES
This year we have worked really hard on earning lots and lots and lots of deadlies. As a class we each earned a We each have over 160 deadlies!!

specialist lesson

The children love their specialist lessons. The children participate in indigenous languages and P.E for an hour each week!
VET Report

Purpose
Each year the Queensland Curriculum and Assessment Authority (QCAA) forward individual school data to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for publication on the My School website. The 2013 has been submitted to ACARA.

The Department of Education, Training and Employment (DETE) provides QCAA with a snapshot of school-based apprenticeship and traineeships (SATs) data. The QCAA attempt to match student records by name and date-of-birth, however, errors can occur due to mismatches in student details.

This report provides details of the data presented in three sections:
- VET students by industry area
- SATs
- SAT student details (provided to aid data checking; not forwarded to ACARA for publication).

VET students by industry area
Table 1 summarises VET data submitted for your school. When checking, remember that:
- it represents VET activity during 2013 for all Year 10, 11 and 12 students at your school; this yearly reporting means that data will not align with Year 12 Outcomes reporting
- it includes VET from all providers, not just that delivered by your school
- when a student moves or leaves school, their VET enrolments are credited against the final school they attended during the reporting year.

SATs
The below table provides the number of SATs submitted for our school. This represents SAT activity during 2013 for all Year 10, 11 and 12 students at your school when a student moves or leaves school, their SAT is credited against the final school they attended during the reporting year.

Table 2: SATS
16
PaCE PROGRAM

**Hymba Yumba Community Hub** commit to providing the best through education and in any way that is possible and to work with the Elders and the Aboriginal community. It is also our aim to ensure that the education provided to the children provides the opportunity for the jarjums to learn and understand their culture, and to be proud of who they are.

**Hymba Yumba Community Hub** support real and active reconciliation and the process of “closing the gap” in education, health and living conditions for Aboriginal and Torres Strait Islander peoples.

**Our Parent and Community Program** operates with in the Community Hub based in Springfield QLD. We cover a wide geographical area from Woodridge, Inala, Durack, Gailes, Springfield, Goodna, Redbank Plains, Riverview and Raceview.

Our program works in line with the PaCE Frame work and Hymba Yumba Community Hubs policies and procedures as well as their “Vision Statement”

**To provide access to a quality education for all young people, especially those who experience disadvantage or discrimination, so that they can fully participate in the spiritual, social, cultural, political and economic life of our community.**

**Partnerships**

This year has seen a growth in participation due to Hymba Yumba Community Hubs growth in enrolment numbers. New relationships with parents / carers have been developed and remain strong through the PaCE program, with parents / carers and mob wanting to volunteer in the classroom environment.

Outside the circle of parents / carers are the Red Cross, Evolve. Kambu Medical Service, ISSU Inala, Elorac Place, State Library, Boonah. Local Elders and many more.

These partnerships have been developed through consultation, referral and workshops for parents of the hub. Effective communication between these services and parents have enhanced the parents knowledge about issues that have an impact on their child’s learning abilities and progress at school.

Each year we have to honour of Nudgee Junior College and Gregory Boys Terrace attend our hub and stories, culture and traditional games are shared. Our Elder Uncle Barry Tanner has visited the Nudgee Junior College building the strong foundations that we have other schools.

**Communication**

Working collaterally with HYCH Admin a regular newsletter “ Jitti Jitti” was sent home to families with up to date information regarding programs, workshops, school news and photos. PaCE always advertised in a designated area of the newsletter.

Hymba Yumba Principal and Executive Assistant hold regular “Family Yarning Circle” twice a term, which allows parent / carers input to the hub and operations of it. This gives our parents voices directly to the executive team. Parents also have access to their child’s teacher at these meets so they can talk about the progress and behaviour.

Parents of the Hub are a valued part of their child’s Personalized Learning Plan” (PLP). Every student of the hub has one of these and they are developed with the parent, teacher, student counsellor and students input. These are reviewed 3 times per year by all parties. These PLP’s give the parents and students a clear understanding of where the parent would like to see their childs education and social skills. It allows the parent to participate in the development of their child and take ownership of being active in their child’s education. PaCE program works actively with supporting parents and providing them with information regarding this process with in the hub.

**Non – Teaching Staff (Indigenous Education Workers Team)**

In each class we have IEW’s which have undergone their “Certificate 3 in Community Services” through Bremer TAFE and the support and guidance of Suzette Tanner HYCH Executive Assistant. Suzette leads this team in a variety of ways so that they receive daily admin and cultural supports.

In their role they support the teacher of that classroom, with educational activities but also with cultural protocol and help build the relationships with parents and teacher. In 2013 Suzette developed and lead the team in providing a “Creative Home Work Centre” daily after school hours. This seen some parents getting involved when coming to pick their child up or just volunteering. This centre was productive due to the support of parents working with the team. It was fun for all and parents and students enjoyed learning in a different way.

This team also ran many celebration events which seen parents involved on a community level. Lead by Suzette (EA) HYCH held 3 disco nights, where families won prizes and enjoyed themselves with staff and students. Many parents volunteered each night or came in theme, by dressing up.
Significant Events / Programs

During these events there was high attendance and participation by parents and families of the hub.

PaCE actively developed and ran the following programs / events:

- Sorry Day (National Apology)
- Dinner Dance
- Book worms
- Sing and grow (e.g., mums and bubs group)
- Lets dance our way
- Computer course
- Family excursions and camps

PaCE was proactive as a team member of HYCH (contributed in certain ways):

- NAIDOC Day
- Styling Up
- Leadership camp
- Traditional dancing
- Respects “Big Day” out
- School Holiday program

As PaCE played a significant role in working with parents and community, it was requested that the coordinator at the time would take on certain tasks that had already been established by the HYCH EA. This included:

- Recruiting and Supporting Volunteers
- Morning Muntha “Breakfast Club” – Over seeing volunteers for this program to run
- Brain Break – Developing rosters for the volunteers
- Tukka Tuckshop “Canteen” – Recruiting parents
- 2nd Bite program – collection and maintaining records of parents and goods
- Red Cross training for breakfast club and food handling

In May 2013 Hymba Yumba relocated to its new site in Springfield. This was a community effect. Many parents and extended families were involved in the relocation. Hymba Yumba now provides educational facilities for ages birth to Year 12. With this new site we have been able to offer workshops for parents and community.

Students

Student this year have participated in many cultural events:

- Dancing with the Nunukkal Yegerra Dance Group
- Traditional games
SUPPORT STRUCTURES AND PARTNERSHIPS

Visits from Gregory Boys Terrace – seeing how we operate as an Indigenous embedded school and as a non-state school.

Nudgee Junior College – sporting events and flexi learning supports

Springfield Fire Brigade

Ipswich Aboriginal Police Liaison Officer – Michael Bong

Kambu Medical Service "Deadly Choice" annual health checks for staff and senior students and immunisation program

Searchlight Education Inc

Song Room (Jedd Carl)

Dr Kath Mills

Physiologist – Tanya

Medico Local

EVENTS 2013

ANZAC Ceremony

Traditional games

Year 12 Formal

FOGS

1st Leadership and family camps at Boonah

Styling Up

Circus Performance

Sorry Day

NAIDOC day in our new site

Nunukul Yuggera Dancing and Hymba Yumba Dance workshops

Swimming carnival

Cross country

Visit to Bronco’s training session as special guest

Big Day out – Annual Respects day – Dream World

1st ever disco “70’s disco night”

Footy Fever disco

STRATEGIES USED FOR INVOLVING PARENTS

Regular feedback from teacher to parent and vice versa

2013 seen 12 parents / grandparents engage and volunteer in our tuckshop on a regular roster.

8 of these 12 volunteers completed the Red Cross breakfast club food handling training part 1 in 2013.

PaCE – Parent and Community Engagement program ran computer workshops, mums and bubs group, encouraged parents to access the hub which shows their jarjum support. Also a family togetherness morning each week on a Saturday. This included learning healthy and cultural dancing as one, parents, carers and jajrums.

During Tidda and Bandji time, some community members, parents and elders were invited to share their stories, culture e.g weaving & didge making

Family Yarning Circle is held twice a term which allows parents and community a focus time with the Principal and staff. This time is important and valued by the Hub as it brings effective communication between us, parents, the community and students.
A survey was conducted to gauge our efficiency regarding meeting satisfaction, efficiency and improvements of the school for our Jarjums and families. The feedback received was positive.

**Report Scales:**

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

**Traineeships**
Certificate 3 in Media and Radio
Hospitality
Early Childhood
Business admin

**Annual Awards – Awards Ceremony**
Our ‘Annual Awards’ celebrate our leadership across all Respects aspects of our Hub. These annual awards are provided by significant partners.

USQ Dux for 2013 – Tramain Maybanks
Springfield Lands Council awards for excellence and achievement –
Junior 2013 – Dakiel Brunswick Yr 1
Senior 2013 – Sye Henering – Krause Yr 8
Zonta awards for graduating girls – Shanice Ruska, Rae Rae McGrady
Sports Tidda for 2013 – Tapu Paongo
Sports Bandji for 2013 – Aiden Coughlin
ATTENDANCE 2013

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 absence has been arranged with the principal.

Policies for non-attendance is recorded daily by the teacher and submitted to admin for recording into TASS database. At the end of each semester it is recorded on a student report card of their absentees and the Principal tracks this and follows up with parents.

Non-attendance is monitored by the Caring Circle. 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 days consecutive then notification is provided to parent 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 2013

In 2013 all students at Hymba Yumba 3, 5, 7 and 9 participated in the NAPLAN testing. Evidence gathered indicates that the implementation of a structured well supported literacy and numeracy programs within each cohort is needed to ensure that each student is able to gain equivalent outcomes as non-indigenous students. The benchmarking data 2013 will be used in future years as a measure within our quality improvement strategy. For information on the NAPLAN results for Hymba Yumba Community Hub please refer to My School website http://www.myschool.edu.au/.
POLITICAL AND ECONOMIC CLIMATE 2013

The continued subdued economy in Queensland has had little impact on the School. The political climate in 2013 was of interest to the School with the education policy, revisions to the national curriculum and funding of private schools remaining under continued review by the new Government. The following changes and proposed changes to legislation will have, or have had, an impact on the School:

GONSKI AND SCHOOL FUNDING

The new Commonwealth Government is reviewing the Gonski funding model. A new funding model is expected from 2015; it is anticipated that the details of the new model will be made available towards the middle of 2014. The Government has promised to fund all schools equitably in 2014.

PRIVACY LEGISLATION

The recent reforms to the federal Privacy Act include significant changes to the existing privacy principles which apply to private and public sector organisations and businesses. In response to these changes the School has reviewed and updated its Privacy Policy.

AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS COMMISSION (ACNC)

The new definition of a Charity has not impacted the charity status of private schools. The School is reviewing the compliance requirements for implementation. The first report to the ACNC is due June 2014.

NATIONAL CURRICULUM

The new Commonwealth Government have also announced a review of the National Curriculum in 2014. Education commentator and former Coalition policy adviser Dr Kevin Donnelly and Professor Ken Wiltshire have been appointed by Government to review the national curriculum, which is still being developed and implemented, and present a report by June, with a view to working with the states to introduce changes in 2015.

STAFFING INFORMATION

Description of the school’s staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

*The number of teachers expressed in the terms of full-time teachers. A full-time teacher is counted as 1.0: a teacher who works three days a week is counted as 0.6

*The number of non-teaching staff in terms of full-time non-teaching staff. A full-time staff member is counted as 1.0 a staff member who works three days a week is counted as 0.6.

<table>
<thead>
<tr>
<th></th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td></td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>15</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>7</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>5</td>
</tr>
</tbody>
</table>
Teacher Qualifications

- Graduate Diploma Education (Exceptional Children), Bachelor of Arts AMEB (Associate, Theory)
- Diploma of Teaching (Early Childhood), Bachelor of Education, Master of Arts Leadership; Certificate IV in Training and Assessment
- PG Diploma in Education, Bachelor of Arts in Aboriginal and Torres Strait Island Studies and English
- Diploma of Teaching (Early Childhood), Bachelor of Education
- Bachelor of Human Movement Studies (Education), Graduate Certificate of Logistics Management Studies, Certificate IV Training and Assessment, Attainment Workplace Health and Safety Officer
- Bachelor of Secondary Education
- Bachelor of Education, Bachelor Arts Geography Major and Drama Major
- Bachelor of Education Primary Aboriginal and Torres Strait Islander
- Bachelor of Education Primary, Certificate III Visual Arts and Contemporary Craft, Certificate IV Photography
- Bachelor of Arts (Anthropology), Bachelor of Arts Honours (Anthropology), Graduate Diploma in Education Middle Years
- Bachelor of Teaching (Primary)

Expenditure on and teacher participation in Professional Development

Teacher participation in PD

<table>
<thead>
<tr>
<th>Description of PD activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of teachers participating in at least one activity in the program year</td>
<td>100%</td>
</tr>
</tbody>
</table>

In 2013, there was a 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.

The amount of money allocated to professional development was minimal $5,000 for an external professional learning opportunity. We were 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 also developed 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.

Proportion of teaching staff retained from the previous year:

2013 saw transition in staff over the course of the year due to the fact the school was still in growth phase. 2012 saw the appointment of Principal, Deputy Principal, and several Non-Teaching positions join the Hymba Yumba foundational staff.