HYMBA YUMBA
COMMUNITY HUB
ANNUAL REPORT
2014
HYMBA YUMBA COMMUNITY HUB

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

Total Enrolments  
153 Students (Census data 2014)

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

2014 Board of Directors  
Uncle Albert Holt (Chairman)  
Aunty Gina Archer  
Karla Brady  
Darren Bond  
Michael Bong  
Yvana Jones  
Robert McDonald OAM (Company Secretary)  
Stan Sielaff (Treasurer)  
Avelina Tarrago

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  
admin@hymbayumba.qld.edu.au
HIGHLIGHTS OF 2014 AT HYMBA YUMBA COMMUNITY HUB

- ‘Our School Hymba Yumba’ book published
- EIK Showcase (Embedding Indigenous Knowledge)
- Showcase of Jarjums Artwork at Qld State Library
- Introduction of School Holiday Program – Co-ordinated by our new full-time Family Support Worker
- Respects Day Out
- Senior Leadership Camp and Formal
- Athletics Met-West representation
- School disco and movie night
- Enrolment growth to 153 jarjums which led to new teaching and support staff
- Ongoing participation in the Elders Bora Program, Parent Engagement Program, Mum’s and Bubs group, and volunteering within the Hub
- Partnerships with various cultural groups within the community for educational, social and cultural purposes
- Ongoing professional development in effective practices for teaching literacy and numeracy, with a specific focus on curriculum and pedagogy to ensure graduates of Hymba Yumba achieve / exceed national educational benchmarks.
ABOUT US

OUR SCHOOL

Searchlight Education Springfield – Hymba Yumba Community Hub is an innovative independent, co-educational school model, located approx. 25 kilometres South West of Brisbane CBD.

Together it provides 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 is 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.

The Hub also provides: 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

VISION STATEMENT

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.

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

GOALS

➢ Curriculum and Pedagogy
➢ Personal and Professional Commitment
➢ Community Relationships and engagement
➢ Organizational Environment

PURPOSE

Provide innovative education, learning support and community strengthening to achieve

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

MEASURES

Maintaining the indicating tools for Hymba Yumba’s learning, administrative, strategic change and improvement

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 augmented through the Care Circle process, 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 2014 Annual Report will demonstrate that Hymba Yumba has largely achieved the 2014 goals and in particular has improved jarjums performance and community confidence in all areas across our campus.

During 2014, significant achievements were made through:

- Full operations on new school site
- Continued Professional development in effective practices for teaching literacy and numeracy, with a specific focus on curriculum and pedagogy which ensures graduates of Hymba Yumba achieve / exceed national educational benchmarks
- National Australian... grant – Digital Literacies Learning project QUT
- Professional development of all Teachers and Indigenous Education Workers (IEW) Prep to Year 12 in movement towards highest phase of Embeddedness, “Actioning & Implementing”
- Completion of the Next Steps Initiative program which provided an overwhelmingly positive feedback report and focus on improvement
- The expansion of the ‘Wellness Team’ Counselling and Family Support which can be accessed every day by family and jarjums
- Participation of the community in the Elder’s Bora program, and volunteering within the Hub
- Leadership development for seniors
- Employment of new teachers and non-teaching staff
- Growth of enrolments to 153 jarjums

Development of:
- ‘Embedding Indigenous Knowledge Symposium’. Our commitment to the continued enrichment of our colleagues learning experiences through Indigenous practices of excellence – Hymba Yumba Community Hub hosted the first Embedding Indigenous Knowledge’s Symposium in partnership with Independent School’s Queensland. Schools and NGOs from around the State booked out the Symposium in a bid to share and be a part of the Hymba Yumba Learning experience.
- To ensure the integrity of our EIK programs an EIK Circle was created to develop program and process for the Symposium and were tasked with setting circles on depth of curriculum development across the school.
- Whole School Hymba Yumba – Ontario Model match as part of the data capture from our Strategic Plan reviews. This is an international best practice model that we are using to centre our reflective whole school teaching practices.
- This ‘matching process’ will inform the school’s Whole School cyclical Review being taken in 2015.
- 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
- E.I.K teachers of and for ‘Cultural Books’ – identity mapping and Traditional Artists in Residence programs
- 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 and AFL.
- An Art Teacher providing an excellent Visual and Creative Arts Program for students Prep–Year 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)
- 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, clipart, 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 include: **English, Mathematics, Science, Humanities and Social Sciences especially History and Geography.**

At a school level, subjects such as Health and Physical Education used the curriculum from the Queensland Curriculum and Assessment Authority. Also **Indigenous Cultural Studies** has been developed at a local level to represent the local language groups in the Springfield area, Yuggera, Jagera and Ugarapul. Music was introduced to the Hub in the first semester.

In the secondary school (8 – 10), subjects include **English, Mathematics, Science, History and Geography, Design and Technology and Health and Physical Education.**

During some of our Health and Physical Education lessons, Hymba Yumba utilised our relationship with the Institute of Urban Indigenous Health to deliver programs that are culturally appropriate and culturally safe for both our jarjies and the facilitators.

Indigenous Cultural Studies is also developed at a local level to represent the local language groups, including visits to culturally significant sites in the local area as well as in other prominent language areas. Cultural studies is augmented by Bandji and Tiddas Boul Leadership programs, where the boys/young men (Bandjis) do men’s business and the girls/young women (Tiddas) do women’s business.

Subjects offered in the senior school are: **English Communication, Prevocational Mathematics, Science in Practice, Recreational Studies, Business Studies, Aboriginal and Torres Strait Islander Studies, Creative Arts.**

One student was enrolled in English OP via Brisbane School of Distance Education to secure a placement in university.

There were also students enrolled in traineeships with three in Child Care and one in a business administration position.

Throughout the year, Hymba Yumba hosted jarjies from a variety of highly indigenous populated schools. These sessions provided an opportunity for both schools to exchange and share school and community experiences. Hymba Yumba also hosted an ‘Embedding Indigenous Knowledge Symposium’ for our Independent and State school colleagues. Our staff showcased how they embed Indigenous Knowledge within their everyday processes as well as at a whole school level.

**Extra Curricula activities for 2014**

Year 11/12, as part of Senior Leadership, travelled to Mt Tambourine for a day trip then continued on to Boonah for a camp. Later in the year, Year 8, 9 & 10 attended ‘The Outlook’ at Boonah where they participated in a variety of leadership activities. The Year 6/7 jarjies joined these classes for a one day excursion to Lake Moogerah for a hike and swim.

For Cultural Studies, some of the middle school classes were taken to Kalbar to continue to care for the land and regenerate native plants.

Some early year classes attended the Science Centre and the Ipswich Railway Museum.

**Highlights for 2014 included:**

- Tiddas Day out at the Black, Bold and Beautiful Luncheon.
- Jarjies from year 4/5 participating in the official launch of the Indigenous Guernsey for The Brisbane Lions Football Club which coincided with the first Brisbane “Long Walk’ from Musgrave Park to the Gabba. One of our jarjies was photographed with Indigenous player, Marcus Ashcroft which appeared in the Courier Mail.
- The Active After-school Communities (AASC) program which provides primary school jarjies with a fun, free and a safe introduction to a selection of over 70 sports and 20 other structured physical activities. In the first term, a player from the Ipswich Basketball Association taught our jarjies basketball skills. Term two saw ‘Grasshopper Soccer’, term three was Netball, which coincided with interschool sports netball season. Term four saw the jarjies participating in Karate.
- Primary School jarjies were involved in Interschool sports such as Netball, Aussie Rules, Basketball, Softball and Soccer.
- Once again Hymba Yumba jarjies competed in the schools' hip hop dance section at ‘Stylin' Up’. All of our dancers trained for weeks with their mentor, Dion, from the Academy of Brothers.

Our jarjies also contributed within the community where they served drinks and food to our Elders and community members at this significant cultural community event.
As part of 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 Movie World.

Other special guests visiting during 2014 included our patron, The Honourable Ms Leneen Forde, Junior Wimbledon Champion Ashley Barty, and Australia’s Got Talent finalist, Dean Brady.

SENIOR YEARS
Bree Goulding
Senior Years’ Teacher

2014 was a very successful year in the Senior School at Hymba Yumba Community Hub. The Senior Students have worked hard to complete a range of challenging assessments, participate in many whole school events and connect with the local community.

Embedding Indigenous Knowledge is always a core focus here at The Hub and the Senior Students have relished the chance to experience their knowledge and culture through their lessons, while always striving to uphold the key respect principles our listening and learning place are founded on.

Excitingly, throughout the second semester of 2014, five jarjums from year nine had the opportunity to join the year ten class for extension work and activities in the subjects of Maths, English and Science. They adapted fantastically to this new and challenging work environment and studied texts such as Animal farm and even created their very own original sun smart advertising campaign, to persuade the Australian public.

Aboriginal and Torres Strait Islander Studies is a key learning focus in the Senior School and the year 11/12 composite class have relished the opportunity to learn about policy and procedures of the past, Indigenous arts and their local area. All of the students really found the biography assessment task very interesting and rewarding, as they had to connect with an Indigenous person in their local community and discover information about their lives. The students then, with the permission of their chosen person, presented their biography in the form of a multimodal presentation to their class.

They all enjoyed finding out many new and fascinating things about people close to them.

Year 8/9 Geography saw the students delve into megacities of the world. They explored many different countries and got to draw similarities and differences about these places and our lives here in the Australian context. The students worked well in groups and even presented to their audience very confidently.

This year the planning has been put into action to offer an OP pathway for our senior jarjums. It is very exciting to announce that in 2015, Maths A, English, Biology and Studies of Society will join the already existing Aboriginal and Torres Strait Islander Studies so we can offer a full course load of Authority subjects. This means we look forward to our first cohort of students gaining OPs at the end of 2016.

MIDDLE YEARS
Lillian Makhondo
Middle Years’ Teacher

Hymba Yumba Community Hub would not be the special place it is without the ongoing and wonderful work of other staff and teachers. All staff consistently strive to build the best possible learning opportunities and outcomes for our students. I especially thank all staff for their hard work, commitment and support throughout 2014. Throughout the year, our focus was on the continued implementation of the Australian Curriculum as well as Literacy teaching and a focus on “What to teach” and “How to teach it”.

The strong partnership between home and school is an important relationship which we continually strive to nurture. Without parental support, the success of many of our programs here and our school achievements, would be limited. I look forward to a continued positive relationship with all parents in 2015 and encourage all to be actively involved in their child’s learning journey here.

As in previous years, Hymba Yumba students showcased their talents through the year in a variety of sporting, cultural and other events with strong numbers of students continuing their selection for District and Regionals and National representation. We are proud of our students’ achievements. A number of wonderful events across the year involved our whole school community, including sports days, Library week, Science week, school concerts, fundraisers, reading mornings, art displays and many others.

We look forward to continued growth and strong partnerships between the parent and school personnel in 2015 so that we can continue to enhance and build this wonderful school that we have.
2014 has been a busy year for the Junior Years from Prep – Year 3. We have settled into 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 junior school 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 and weather. 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, Jellurgal and Queens Park.

Respect Deadlies
This year the Junior School has worked really hard on earning lots and lots and lots of ‘deadlies’. By earning our ‘deadlies’ we can work towards the end of year excursion where the whole school can go to one of the “world” theme parks.

Specialist lessons
The children love their specialist lessons. During the year they have participated in indigenous languages, Art and P.E for an hour each week!
SUPPORT STRUCTURES AND PARTNERSHIPS

Kambu Medical Service
“Deadly Choice” annual health checks and immunisation programmes for staff, students and families.

Ipswich Aboriginal Police Liaison Officer: Michael Bong

Visits from:
- Doomagee State School
- Gregory Terrace Boys
- Nudgee Junior College
- Springfield Fire Brigade
- Searchlight Education Inc.
- Dr Kath Mills
- Physiologist – Tanya Rotili
- Medico Local

EVENTS 2014
- NAIDOC day
- ANZAC Ceremony
- Sorry Day
- FOGS Year 12 Formal
- Leadership camps at Boonah
- Styling Up
- Nunukul Yuggera Dancing and Hymba Yumba Dance workshops
- Traditional game
- Ashley Barty – Tennis Workshop
- Traditional game
- Swimming carnival
- Cross country
- Visit to Bronco’s training session as special guest
- Big Day out (Annual Respects day) – Movie World
- Disco nights

PARENT, STUDENT AND TEACHER SATISFACTION

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 is growing. This would indicate a high level of satisfaction with Hymba Yumba from within our targeted community demographic.

STRATEGIES USED FOR INVOLVING PARENTS

Parent engagement with their jarjums’ education is a vital part of the ‘Hub’ model.

We have an ‘open door’ policy that provides the Hub community the ability to have their concerns addressed quickly and appropriately ensuring their jarum is given the opportunity to achieve their full potential whilst strengthening their cultural identity.

In line with our ‘open door’ policy, parents are encouraged to make direct contact with teaching staff in person, by telephone or via e-mail as the need arises.

As part of the ‘Hub’ model we encourage parents to engage with us to celebrate their jarjies successes.

Our Tidda and Bandji time provides jarjums the opportunity to share stories, culture (e.g. weaving & digge making) with parents, community members and elders.

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 staff, parents, the community and students.

BULLYING STRATEGIES

At Hymba Yumba we have high standards and expectations of our jarjies 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.

Respect Myself
Respect Family
Respect Community
Respect Country
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 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>153</td>
</tr>
<tr>
<td>Girls</td>
<td>102</td>
</tr>
<tr>
<td>Boys</td>
<td>51</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>95%</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>6%</td>
</tr>
</tbody>
</table>

The average student attendance rate as a percentage in 2014 was 80%*

Collection period: **183** days

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>74.00% *</td>
</tr>
<tr>
<td>Year One</td>
<td>80.00%</td>
</tr>
<tr>
<td>Year Two</td>
<td>82.30%</td>
</tr>
<tr>
<td>Year Three</td>
<td>85.80%</td>
</tr>
<tr>
<td>Year Four</td>
<td>85.80%</td>
</tr>
<tr>
<td>Year Five</td>
<td>84.80%</td>
</tr>
<tr>
<td>Year Six</td>
<td>67.40%</td>
</tr>
<tr>
<td>Year Seven</td>
<td>80.00%</td>
</tr>
<tr>
<td>Year Eight</td>
<td>69.20%</td>
</tr>
<tr>
<td>Year Nine</td>
<td>80.00%</td>
</tr>
<tr>
<td>Year Ten</td>
<td>79.70%</td>
</tr>
<tr>
<td>Year Eleven</td>
<td>78.00% *</td>
</tr>
<tr>
<td>Year Twelve</td>
<td>68.00% *</td>
</tr>
</tbody>
</table>

* Estimated %

Participation and engagement is vital at Hymba Yumba and all students are expected to 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. 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 2014

For information relating to the 2014 NAPLAN results for Hymba Yumba Community Hub please refer to the *My School* website 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.

<table>
<thead>
<tr>
<th>Year Twelve Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>7</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>7</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>4</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>4</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD students who received an OP 1-15 or an IBD</td>
<td>0</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>
<td>57%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer</td>
<td>0</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 2014 cohort in relation to main destinations of students

<table>
<thead>
<tr>
<th>School Year 2014</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>

**STAFFING INFORMATION**

**Staffing Composition:**
Total Staffing: 34 with 17 Indigenous Staff

Teaching Staff: Male 3 / Female 12

Teaching Staff 15 / Non-Teaching Staff 19

Indigenous Staff 17 / Non-Indigenous Staff 17

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>5</td>
</tr>
</tbody>
</table>

In 2014, 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 spent on professional development for 2014 was $12,347.46. 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.

The average expenditure on professional development in 2014 per teacher was $881.96.

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 87%.