Hymba Yumba
Listening and Learning Place

Hymba Yumba Community Hub
2017 Annual Report

Inspiring jarjums to learn and lead in both worlds

Hymba Yumba, *(Bidjara Language)* Listening and Learning Place, a co-educational Independent School, strives to assist all jarjums to achieve academic, sporting and creative excellence in a culturally affirming, dynamic environment. In the tradition of their peoples, jarjums are encouraged to show Respect for Self, Elders, Family, Community and Country.

Jarjums build strong and proud Indigenous identities in a nurturing and inspiring learning environment. The contribution of knowledge and wisdom by Elders, families, staff and community is at the core of the education process at Hymba Yumba. Jarjums are actively engaged in education and expected to achieve solid academic outcomes. Their confidence, commitment and self-esteem is growing and their pride in Culture is driving them forward.

The school includes: Prep to Year 12, Vocational Education and Training, health and well-being services and an Elders Cultural Yarnin' place. The knowledge and wisdom that Elders, families, staff and young people bring to the school community is valued and respected.

Statement of Commitment

HYCH is deeply committed to the positive traditions of Aboriginal & Torres Strait Islander spirituality, identity and culture in cooperation and partnership with our community. We are committed to excellence through:

- The learning, achievement and well-being of all jarjums
- High expectations for self, family, community and Country
- Inspiring and nurturing life-long learning
- Transparent and accountable delivery of education and cultural programmes
- Building mutual awareness, understanding, empathy and respect
- Connecting jarjums to culture and community

Our respects principles

Respect myself as a leaner and active citizen

Respect family through positive relationships

Respect community through genuine engagement and partnerships

Respect Country through inclusion and restoration

** Throughout this document the word jarjum/s refers to student/s. 'Jarjum' is the local Aboriginal word for young person.*

Our priorities

High expectations for all

Through strong leadership and guidance from Elders, families and professional staff, all jarjums are challenged and supported to learn and excel. A culture of high expectations places jarjums' learning first and foremost.

Focused teaching and engaged learning

Jarjums who are clear about the goals for learning, are given time to engage with the learning, ask questions and receive clear feedback make greater learning gains than students who do not experience these practices.

Effective feedback

Monitoring and feedback are the most powerful influences on jarjum learning and achievement.

Effective feedback focuses on jarjums' efforts, engages jarjums in thinking about how they can improve and provides clear direction about the next steps in learning.

Use of data to inform practice

Schools and staff who plan their professional development programmes on identified learning needs significantly improve jarjum learning and achievement.

Classroom management

Classroom management includes a broad range of strategies to create a safe, positive and stimulating learning environment for all jarjums. Effective classroom management means teachers can spend more time teaching and less time on managing jarjums' behaviour.

Well-being

Jarjums with higher levels of wellbeing are more likely to achieve at school, complete Year 12, have better mental health and a more pro-social and responsible lifestyle. Education plays a pivotal role in preparing jarjums for a rewarding life beyond school.

Collaboration

Effective teachers learn from other teachers. Great teams are created by focusing continually on improving jarjum learning, challenging problematic beliefs, testing competing ideas and grounding discussions in improvement.

Community Engagement

*P*arents and carers are the first educators of our jarjums. Parents, carers and communities provide the first line of support for jarjums as they develop their Indigenous knowledge and culture. Through engagement with the school they support the learning and development of our jarjums.

Government, Industry, business and further education organisations collaborate closely with the school to provide the critical support required to deliver outstanding education and enable jarjums to move seamlessly into a sustainable lifestyle. They provide the vehicle for our role models and the mentoring and inspiration required for our jarjums to reach their potential.

Accountability and Transparency

Effective governance, good management and transparency of the business processes of our school ensure that the Board, management and staff provide operational guidance on sustainable practices which ensure the accountability and continued development of Hymba Yumba Independent School.

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HIGHLIGHTS OF 2017 AT HYMBA YUMBA COMMUNITY HUB

- NAIDOC Celebrations
- National Closing the Gap Day
- Harmony Day
- National Sorry Day
- National Aboriginal and Torres Strait Islander Children's Day
- Leadership Ceremony
- Our very first Open Day
- Showcase of Jarjums Artwork at GOMA (Gallery of Modern Art)
- Urban Versus Rural Art Showcase and Fashion Show at Gilimbaa
- Duke of Edinburgh Awards - Deadly Dukes
- Deadly Dukes Adventurous Journey Camp at Goondwindi
- RESPECTS Days Out
- Year 12 and Year 6 Graduations
- Senior Formal at Brookwater Golf Course
- Awards Ceremony at USQ Springfield front page and feature article in The Greater Springfield Times
- EIK Showcase (Embedding Indigenous Knowledge)
- 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 and exceed national educational benchmarks.

Early Years Curriculum

Our Early Years run from Prep to Grade 3. We ensured that we have created a safe learning environment for our jarjums to grow and learn.

Through Aboriginal and Torres Strait Islander processes we embed Indigenous Knowledges and Ways of working into the Australian Curriculum. Our processes include:

- Acknowledgement
- Yarnin' Circles
- Singing song in language
- Fostering jarjums sense of identity
- Language development – Teaching Ugarapul Language as a LOTE subject
- Development of a classroom family built around our Respects Principles

Jarjums undertake lessons in English, Mathematics, Science, History, Geography, Health, Visual Art, Physical Education and LOTE- Indigenous Languages.

Our priority in the Early Years is the development of literacy and numeracy skills. The Early Years targets the development of reading and writing skills, which will ensure each jarjum is forming the skills required for future learning.

Years 4-6

The primary curriculum builds upon the foundations laid in the Early Years. Jarjums continue to grow and learn through Indigenous processes. Lessons are taught with a strong focus on embedding Indigenous Knowledges and Ways of Working into the Australian Curriculum. The processes such as Acknowledgement, Yarnin' Circles, singing in Language and the use of our Respect Principles used in the Early Years continue through years 4-6. The curriculum priorities of literacy and numeracy ensure that each jarjum develops the skills required for future success.

Middle Years Curriculum (Year 7, 8 & 9)

Hymba Yumba values learning and teamwork and has a deep, sustainable partnership with parents and community members to collaboratively grow potential.

In the Middle Years (Year 7, 8 & 9) we are committed to ensuring jarjums maintain momentum in their learning through a highly engaging and relevant curriculum that provides sufficient challenge and support. We aspire to achieve quality learning outcomes through our four Respects Principles "Respect myself, Respect my family, Respect my community and Respect my country".

In Year 7 jarjums study English, Mathematics, Science, Humanities, Health and Physical Education, and a rotation of Indigenous Studies, Music, Art, Dance, and Drama takes place throughout each year.

Senior Years Curriculum (Year 10, 11 & 12)

In year 10, jarjums study English, Mathematics, Science, Humanities, Health and Physical Education and a rotation of Indigenous Studies, Music, Art, Dance, and Drama takes place throughout each year. Year 10's challenging yet rewarding programme prepares the jarjums for one of two pathways in years 11 and 12.

In Year 11 and 12, jarjums have either an OP (Overall Position) pathway or a vocational pathway available to them. Jarjums who select the vocational pathway work towards obtaining their QCE (Queensland Certificate of Education) by successfully completing work in the subjects **English Communication, Prevocational Maths, Science in Practice, Recreation, Visual Arts in Practice and Social and Community Studies**. These subjects offer jarjums opportunities within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

Selecting the OP pathway, jarjums will study subjects that make them eligible to receive an OP (Overall Position) at the end of year 12. This OP pathway plus their QCE is also the traditional route to University studies after high school. Jarjums who choose OP subjects will study **English, Biology, Mathematics A, Modern History and Aboriginal and Torres Strait Islander Studies**. At Hymba Yumba, the classes catering to OP students are small and this means that **one-on-one support and guidance from specialist teachers** can help jarjums achieve their full potential and reach their academic goals.

OP jarjums also have the opportunity of preparatory university courses such as the **University of Southern Queensland's Head Start Programme** available to them.

All jarjums in the senior phases of schooling will also have the opportunity to enrol in school based traineeships or apprenticeships and undertake work experience.

Indigenous Languages

Hymba Yumba's indigenous languages programme saw a shift in 2017 towards the Australian Curriculum Framework of Indigenous Languages, Language revival. Focusing on the Ugarapul language, our School is dedicated to the Ugarapul language programme as a vital part of our School curriculum.

In 2017, Jarjums in all year levels participated in a range of activities in the classroom to enhance their knowledge of the Ugarapul traditions and ways of working, while taking a deeper look at their own personal identities and languages. Language was used across the school in everyday routines to ensure that jarjum were retaining these language skills.

Leadership Programmes

At Hymba Yumba we offer unique range of leadership programme and activities grounded in Aboriginal and Torres Strait cultures including Bandji, TIDDA, Deadly Dukes (Duke of Edinburgh) and Bynda parades.

Bandji

The Bandji (meaning brother) programme provides a culturally safe environment that provides support, encouragement and guidance to our year 7 – 12 boys to grow and develop into strong Indigenous men.

The programme continues to build on the jarjums sense of identity and cultural confidence by practicing ongoing traditional cultural processes and protocols surrounded by strong Indigenous male role models.

The programme aims to:

- Develop personal and interpersonal skills with all the Bandji's across the high school
- Enhance leadership qualities in all the Bandji's
- Make deadly health choices
- Create and sustain relationships with other Indigenous community role models and support organisations
- Establish pathways for post-school options
- Continue and sustain cultural practices and community protocols

TIDDA

The *TIDDA* (meaning *sister*) programme is designed to inspire and motivate our year 7 – 12 girls to be resilient, independent leaders and have a strong sense of their identity. The programme focuses on **cultural leadership, building self-esteem and self-identity as well as holistic health and well-being**.

Hymba Yumba's TIDDA programme aims to:

- Increase our TIDDAs' self-esteem and capacity to make 'deadly choices' in their health and well-being.
- Improve interpersonal and intrapersonal relationships between our Year 7 -12 TIDDAs.
- Encourage them to be leaders for younger TIDDAs at the Hub and within their family.
- Create and develop partnerships with inspirational Indigenous women.
- Form positive and lifelong connections in the community. The TIDDA programme works with many different government, non-government and community organisations to ensure the positive community connections are developed and sustained throughout their life journey. These organisations include Deadly Choices – Deadly Sistas programme, Kambu Health and well-being programme, Inala & Ipswich Elders and the Greater Ipswich Community.

Deadly Dukes *(Duke of Edinburgh Awards)*

The Duke of Edinburgh's Award (Duke of Ed) is a **prestigious international Award for young people**. Duke of Ed gives people aged 14 to 25 the chance to try new things, learn new skills, explore new places and meet new friends along the way. The Duke of Ed also gives jarjums the **chance to get involved in their community and give back to others**.

As part of the Deadly Dukes programme, our year 9 and 10 jarjums are required to participate in four sections to complete their Bronze and Silver levels.

1. Volunteering
2. Skills
3. Physical Recreation
4. Adventurous Journey

Anti-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 school has policies which address both Bullying and Child Protection and our four **RESPECTS principles** reinforce this.

RESPECTS Principles:

Support Structures and Partnerships

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

Parent/Carer, Jarjum, 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.

Social Climate

Hymba Yumba has a positive social climate that is supportive of learners and their learning. There is a strong emphasis on **supporting the whole jarjum, not just academically but culturally, emotionally and spiritually**.

Our support staff include a Principal, Deputy Principal – Jarjums & Programmes, Deputy Principal - Curriculum, Teaching & Learning, Head of Department – Senior School, Head of Department – Junior School, Guidance Officer, Chaplain, Police Liaison Officer, Indigenous Education Workers (IEWs) and two (2) Community Engagement Officers.

Jarjums build strong and proud Indigenous identities in a nurturing and inspiring learning environment. The contribution of knowledge and wisdom by Elders, families, staff and community is at the core of the education process at Hymba Yumba. Jarjums are actively engaged in education and expected to achieve solid academic outcomes. Their confidence, commitment and self-esteem grows and their pride in Culture drives them forward.

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/

NAPLAN Data 2017

For information relating to the 2017 NAPLAN data, please visit http://www.myschool.edu.au

School ICSEA Value:	722
Bottom quarter	80%
Middle quarters	20%
Top quarter	0%

Key Student Outcomes

The **average jarjum attendance** rate as a percentage in 2017 was 84.66%.

Collection period: **183** days.

% Attendance for the whole of 2017 ***Year Level***	
Prep	88.09%
Year One	88.46%
Year Two	83.69%
Year Three	88.13%
Year Four	90.23%
Year Five	88.71%
Year Six	88.43%
Year Seven	85.56%
Year Eight	81.66%
Year Nine	82.48%
Year Ten	74.06%
Year Eleven	78.88%
Year Twelve	77.87%

Non Attendance

Prep-12 teachers mark the roll at the beginning and middle of the school day. A late note, which records any jarjum absence, is marked by the teacher and sent to administration by 9:15am. The Attendance Officer checks the jarjums absences against the absentee book. The absentee book is a record taken from the absentee phone line, where families call to inform the Hub of a jarjum's absence. The late arrivals book is also checked against the absentees to identify any students who may have arrived after the roll has been called in class. For students who are absent without notification, parents are phoned to verify absence from College.

The apparent retention rates from Year Ten to Year Twelve were 111%

The number of students who completed Senior Secondary School is nine (9)

Year Twelve Outcomes

Number of students awarded a Senior Education Profile	9
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	5
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualification	3
Number of students awarded a Queensland Certificate of Education at the end of Year Twelve	7
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year Twelve students who received an OP 1-15 or an IBD	60%
Percentage of Year Twelve students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	77.8%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

As part of our School's community based ethos, students are encouraged to keep in touch with staff and the wider school community after they have completed their schooling. Student post-school destinations are monitored through this contact and through the follow-up of our Careers Co-ordinator.

Summary of findings for our 2017 cohort in relation to main destinations of students

School Year 2017	Number of Students in each category
University (degree)	0
Working full-time	0
Not studying or in the labour force	0
Moved overseas	0
Total Year 12 students	9

Staffing Information

Qualifications of all teachers

Qualification	Number of Teachers
Masters	1
Bachelor Degree	19
Diploma	5
Certificate	5

Professional development is a high priority at Hymba Yumba with **$33,133.42** spent on professional development for teachers and staff members in 2017.

Teachers at Hymba Yumba also participate in a range of **whole school professional development** including Child Protection, First Aid and CPR, and Fire Safety Training. All staff are engaged in an Annual Professional Appraisal requiring staff to develop a personal annual goal setting and evaluation plan.

There was a continued focus on professional development for teachers in the areas of Cultural Awareness, Literacy and Numeracy Curriculum development, Aboriginal and Torres Strait Islander Curriculum development and positive behaviour support.

As in past years' we were again fortunate to receive support and expertise from a number of professionals who provided their time, education programme, resources and initiatives to our staff at no cost. Through our strategic partnerships we continue to develop reciprocal alliances to participate in lectures and workshops offered to assist with embedding Indigenous perspectives across the curriculum.

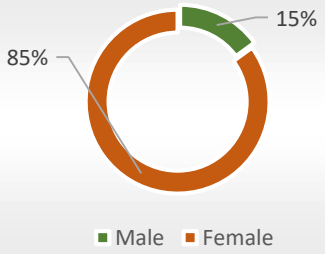
Through Independent Schools Queensland we also participated in briefings and workshops that were provided throughout the year at no cost. Associated costs were minimal.

The average expenditure on professional development in 2017 per teacher was $1,743.86

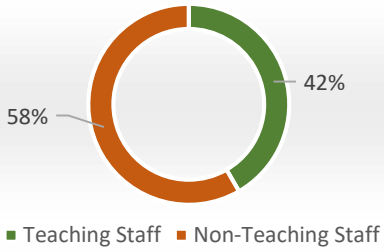
Staffing Composition:

Total Staffing 48 with 23 Indigenous Staff

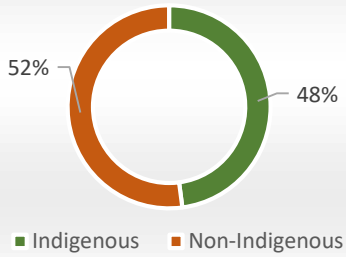
Teaching Staff: Male 3 | Female 20



Teaching Staff 20 | Non-Teaching Staff 28



Indigenous Staff 23 | Non-Indigenous Staff 25



The average staff attendance for the school 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 82%

HYMBA YUMBA COMMUNITY HUB

4-6 Springfield Parkway
Springfield QLD 4300
Ph I 07 3381 8134
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Total Enrolments

171 Students (Census data 2017)

Year Levels offered

Prep to Year 12
(Co-educational)

2017 Board of Directors

Uncle Albert Holt (Chairperson)
Karla Brady (Deputy Chairperson)
Stan Sielaff (Treasurer)
Yvana Jones
Michael Bong
Elizabeth Tailby (Company Secretary)
Kerry Silver
Liza Etrue-Ellis
Marion Renouf
Todd Phillips

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