Hymba Yumba Independent School
2018 Annual Report

Inspiring jarjums to learn and lead in both worlds

Hymba Yumba, *(Bidjara Language)* Listening and Learning Place, is a co-educational Independent School that 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

HYIS 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 learner 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.*

***Within this Annual Report, there will be frequent use of the term "Indigenous" to describe both Aboriginal and Torres Strait Islander people as a broad category of identity. It is acknowledged that Aboriginal and Torres Strait Islander people comprise two culturally distinctive groups, and use of the term "Indigenous" is primarily used to avoid repeating the more accurate, but longer title".*

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 teaching, jarjum activities, resources and professional development on the identified learning needs of individual jarjums significantly improve 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.

HIGHLIGHTS OF 2018 AT HYMBA YUMBA INDEPENDENT SCHOOL

- NAIDOC Celebrations
- National Closing the Gap Day
- Harmony Day
- National Sorry Day
- National Aboriginal and Torres Strait Islander Children's Day
- Leadership Ceremony
- Showcase of Jarjums Artwork
- RESPECTS Days Out
- Year 12 and Year 6 Graduations
- Senior Formal at The Railway Workshops Museum
- Writing Program initiated from Prep – Year 12
- Awards Ceremony at USQ Springfield
- 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

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 Years 7 - 9 jarjums study English, Mathematics, Science, Humanities, Health and Physical Education, Indigenous Language and Ways of Working, Art, Dance, and Drama.

Senior Years Curriculum (Year 10, 11 & 12)

In year 10, jarjums study English, Mathematics, Science, History, Health and Physical Education, Indigenous Languages and Ways of Working, Art, Dance, and Drama. 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 and Ways of Working

Hymba Yumba's Indigenous languages programme saw a shift in 2018 towards the Australian Curriculum Framework of Indigenous Languages, Language revival. Our School is dedicated to the Ugarapul language programme as a vital part of embedding Indigenous knowledges into our school curriculum.

In 2018, 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 a unique range of leadership programmes and activities grounded in Aboriginal and Torres Strait cultures including Bandji, Tidda, Jarjie Time and Bynda parades. In 2018, we started the leadership programme with the Prep to Year 3 which is Jarjie Time and for the years 4, 5 and 6, Junior Bandji and Junior Tidda.

Junior and Senior Bandji

The Bandji (meaning brother) programme provides a culturally safe and respectful environment that supports, encourages and guides our year 4 – 12 boys to grow and develop into strong, respectful Indigenous men.

The programme continues to build on the jarjums sense of identity and cultural confidence by practicing our respects, being involved in 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

Create and sustain relationships with other Indigenous community role models and support organisations

Some of the activities that the banji's participated in include:

- Leroy Loggins Basketball program
- Traditional dancing
- Deadly Choices
- Elders visits
- Bush tucker talks

Senior and Junior Tidda

The Tidda (meaning *sister*) programme is designed to inspire and motivate our year 4 – 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 4 -6 and Year 7 -12 Tiddas.
- Encourage them to be leaders for younger Tiddas at school 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.

Some of the activities that the Tiddas participated in during 2018 include:

- Traditional and contemporary dancing
- Cooking classes
- Leroy Loggins Basketball program
- Community guests
- Arts and craft activities

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, jarjums and families.
- Institute of Urban Indigenous Health
- Various programmes delivered by IUIH and Deadly Choices
- Ipswich Aboriginal Police Liaison Officer
- Inala Indigenous Health, cooking classes for both jarjums and families
- Child and Youth Mental Health - Inala
- University of Queensland – Speech therapy

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 school 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 2018

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

School ICSEA Value:	732
Bottom quarter	80%
Middle quarters	19%
Top quarter	1%

Key Student Outcomes

The **average jarjum attendance** rate as a percentage in 2018 was 83.41%.

Collection period: **183** days.

% Attendance for the whole of 2018 ***Year Level***	
Prep	79.88%
Year One	85.37%
Year Two	85.88%
Year Three	88.56%
Year Four	89.79%
Year Five	90.96%
Year Six	86.78%
Year Seven	83.15%
Year Eight	80.48%
Year Nine	80.61%
Year Ten	77.85%
Year Eleven	77.24%
Year Twelve	70.72%

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 school of a jarjum's absence. The late arrivals book is also checked against the absentees to identify any jarjums who may have arrived after the roll has been called in class. For jarjums who are absent without notification, parents are phoned to verify absence from school.

The apparent retention rates from Year Ten to Year Twelve were 120%

The number of students who completed Senior Secondary School is ten (10).

Year Twelve Outcomes

Number of students awarded a Senior Education Profile	10
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	3
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	2
Number of students awarded a Queensland Certificate of Education at the end of Year Twelve	10
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year Twelve students who received an OP 1-15 or an IBD	33%
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	100%
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 2018 cohort in relation to main destinations of students

School Year 2018	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 **$28,488.60** spent on professional development for teachers and staff members in 2018.

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.

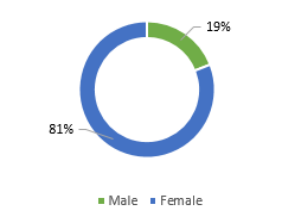
Through Independent Schools Queensland we also participated in briefings and workshops that were provided throughout the year at no cost. Associated costs were minimal.

The average expenditure on professional development in 2018 per teacher was $1,499.40

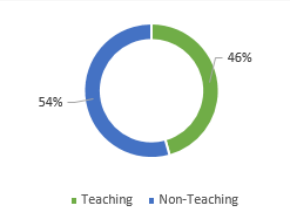
Staffing Composition:

Total Staffing 46 with 18 Indigenous Staff

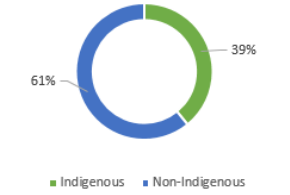
Teaching Staff: Male 4 | Female 17



Teaching Staff 21 | Non-Teaching Staff 25



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 95%

The proportion of teaching staff retained from the previous year was 107%

HYMBA YUMBA INDEPENDENT SCHOOL

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

154 Students (Census data 2018)

Year Levels offered

Prep to Year 12
(Co-educational)

2018 Board of Directors

Karla Brady (Chair)
Kerry Silver (Deputy Chair)
Stan Sielaff (Treasurer)
Yvana Jones
Michael Bong
Elizabeth Tailby (Company Secretary)
Liza Etrue-Ellis
Marion Renouf

COMPLIANCE

The HYIS 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 School and its policies is also available from the Principal
admin@hymbayumba.qld.edu.au