



# Hymba Yumba Independent School

## 2019 Annual Report



*Inspiring jarjums to learn and lead in both worlds*

## FROM THE DESK OF THE CHAIR

On behalf of the Hymba Yumba Independent School (HYIS) Board, it gives me great pleasure to provide this Chairperson's Report. There is a significant amount of work that goes into running this school and the Board is only a small but important component of this. I imagine most people are unfamiliar with the workings of a school board and are a little unsure of the role we play.

Our role is to protect the legal, financial, commercial and educational nature of the school so that jarjums and their families are able to receive high quality education. In operational matters, the Board generally acts as an avenue of consultation used by the Principal to gauge opinions on particular initiatives or matters of interest.

This school year has again been an extremely busy one for the Board, with a number of changes including:

- Transitioning Principals: Michelle Campbell and Steve Henderson did us a great service and their footprint has been evident. We are extremely grateful to them for being a part of the HYIS journey.
- Principal Stability: We were pleased to appoint Peter Foster to the role of Principal on a long-term contract. Peter is highly qualified and experienced, and his leadership has already seen remarkable change in HYIS.
- Restructure of Board: To align the Board and HYIS more closely, an evaluation and restructure was undertaken. This meant that our Secretary role is now being filled by HYIS staff and we farewelled Niel Bosman from the position. Niel volunteered his time in the best interest of HYIS and we appreciate his contribution.
- Jarjums Safety: Through extensive campaigning and advocacy, the Board secured a school zone out the front of HYIS. Working collaboratively with the Ipswich City Council and the Queensland government, we are now able to keep our jarjums road safe.
- Financial Strength: Thanks to the hard work of the Board's Treasurer and HYIS staff, we have managed to build the schools financial security and generate financial efficiency.

The most remarkable achievement though, has to be the approval for HYIS second stage buildings and support from the government. The additional learning space will culminate the Board's goal of creating a centre of Indigenous education excellence, particularly in arts and science. The Board and HYIS staff worked extremely hard to achieve this milestone and undoubtedly, this will be our focus in the coming year.

Lastly, I would like to congratulate all the HYIS staff, volunteers, jarjums and families for achieving excellent results in NAPLAN and for continuing to represent the school proudly. Thank you for staying committed to the vision of the Board. I know there have been a lot of changes, but I'm also reminded of the resilience and pride in our schooling community and I firmly believe our Ancestors are walking beside us on this journey. I look forward to the future of HYIS and our continued commitment to *inspiring jarjums to learn and lead in both worlds*.

Yours in unity  
Karla Brady



**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 education at Hymba Yumba. Jarjums are actively engaged in learning 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 Yarning place. The knowledge and wisdom that Elders, families, staff and young people bring to the school community is valued and respected.

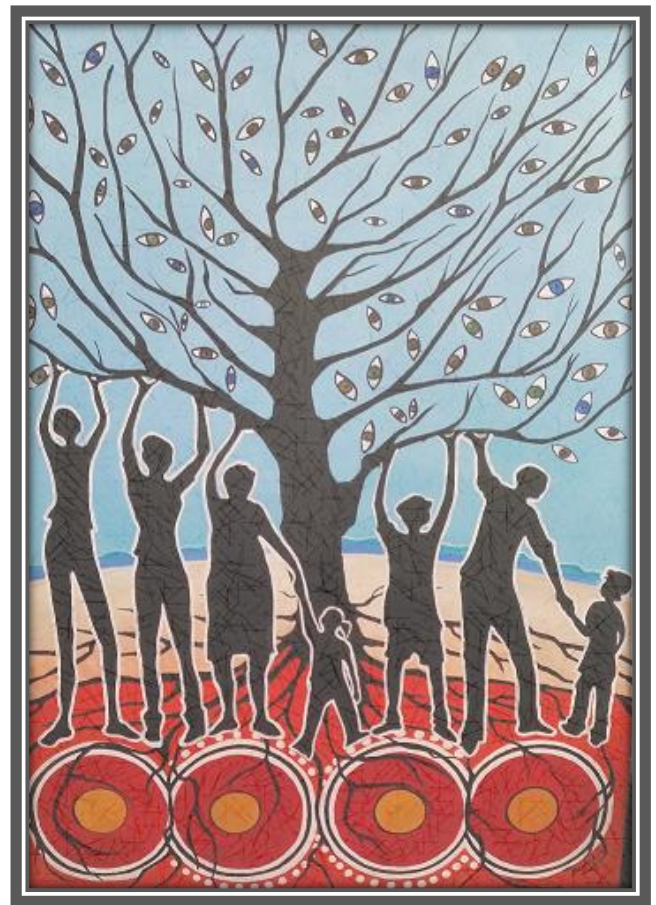
### Statement of Commitment

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

- |                          |                                             |
|--------------------------|---------------------------------------------|
| <b>Respect myself</b>    | as a learner and active citizen             |
| <b>Respect family</b>    | through positive relationships              |
| <b>Respect community</b> | through genuine engagement and partnerships |
| <b>Respect country</b>   | through inclusion and restoration           |



\* Throughout this document the word jarjum/s refers to student/s. "Jarjum" is an Aboriginal word meaning child or young person.

\*\* Within this Annual Report, there will be frequent use of the term 'Indigenous'. The term 'Indigenous' refers to both First Peoples of Australia – Aboriginal peoples and Torres Strait Islander peoples. We acknowledge that the Aboriginal peoples and Torres Strait Islander peoples are two culturally distinct groups.

## Statement of Commitment

### 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, and 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 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 carefully plan teaching and learning activities and resources and engage in professional development based on the identified learning needs of individual jarjums significantly improve learning and achievement.

### Well-being

Jarjums with higher levels of well-being 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

Parents 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 HYIS.





## HIGHLIGHTS OF 2019 AT HYMBA YUMBA INDEPENDENT SCHOOL

- ☉ HYIS Smoking Ceremony to Welcome in the New Year
- ☉ NAIDOC Celebrations
- ☉ National Closing the Gap Day
- ☉ National Sorry Day
- ☉ Leadership Ceremony
- ☉ Showcase of Jarjums' Artwork
- ☉ RESPECTS Days Out
- ☉ Year 12 and Year 6 Graduations
- ☉ Inaugural Christmas Concert
- ☉ Senior Formal at Brookwater Golf & Country Club
- ☉ Awards Ceremony at USQ Springfield
- ☉ HYIS participation in the Springfield Learning Coalition
- ☉ HYIS delivered Embedding Indigenous Knowledges into the Whole School during Springfield's 'The Festival of Learning'
- ☉ Writing Program developed for Prep – Year 12
- ☉ Jarjums participated in a variety of activities during 'The Festival of Learning'
- ☉ ANZAC Day representation – laying of wreath on behalf of HYIS by school leaders
- ☉ Child Protection Week Celebration: Every Jarjum Matters
- ☉ HYIS and Amberley RAAF Base Mural
- ☉ Year 10 visit to Amberley RAAF Base
- ☉ Student leaders attended Parliament House following an invitation by local member, Charise Mullens
- ☉ Year 11 and 12 participation in 'Being Heard' (part of Domestic Violence Action Centre)
- ☉ Chattem High Public School Visit and TIDDA excursion
- ☉ HYIS vs Murri School Rugby Union Match at Suncorp Stadium
- ☉ Partnerships with various cultural groups within the community for educational, social and cultural purposes



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## EARLY YEARS CURRICULUM

Our Early Years runs from **Prep to Grade 3**. Our team prides themselves in creating warm, inviting, and homely classrooms so that our jarjums feel safe and secure. Play based learning is planned and delivered through literacy and numeracy games, rotations, and hands on learning experiences.

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.



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## UPPER PRIMARY CURRICULUM

The upper 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.

Our Primary School jarjums are supported by three (3) Indigenous Education workers who support classroom learning, intervention and extension.



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## SCHOOL IMPROVEMENT CURRICULUM PROGRAMMES

A whole school writing approach was implemented in 2018 and was further embedded into our curriculum this year. Jarjums submitted writing samples to be assessed using our Hymba Yumba NAPLAN marking guides. Feedback provided to jarjums have seen improvements in the ideas and cohesion of their writing as well as paragraphing and spelling.

An interconnected spelling program, Sound Waves was implemented this year. Jarjums have shown significant sustained improvement in their spelling through weekly pre and post-tests.

The use of common language across our school has assisted our jarjums, providing them with tools and methods to draw upon when writing.

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## NAPLAN

Over the past 7 years our school has shown a journey of growth with ever improving NAPLAN results. The gap between state average results and Hymba Yumba results continues to narrow. Our Year 5 jarjums saw substantial growth in their NAPLAN results this year. The growth between years 3-5 and 5-7 was above the Queensland average.



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## 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 enough 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 and Social Sciences, Health and Physical Education, Indigenous Language and Ways of Working, Art, Dance, and Drama.

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## 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 their pathway in years 11 and 12. This is achieved by engaging in a careers unit worth 1 QCE point and by completing their senior education and training plan (SET) plan which enables them to prepare for the most suitable academic pathway in year 11 and 12.

In Year 11 and 12, jarjums can study up to 6 subjects. They can choose a mix of General or Applied subjects and are also offered the opportunity to complete certificates as part of a vocational pathway offering. All subjects chosen place them on the path towards obtaining their QCE (Queensland Certificate of Education) and/or an ATAR ranking. 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. All subjects allow jarjums to develop the key 21<sup>st</sup> century skills needed to compete in a global world.

Jarjums who choose ATAR subjects will study **English, Biology, Mathematics, Modern History and Aboriginal and Torres Strait Islander Studies**. At Hymba Yumba, the classes catering to ATAR 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.

Jarjums also have the opportunity of preparatory university courses such as the **University of Southern Queensland's Head Start Programme**. This is available to jarjums in the senior phases of schooling who also have the opportunity to enrol in school-based traineeships or apprenticeships and undertake work experience.



In 2019 teachers engaged in very valuable professional development to enable them to support jarjums with the transition to a new Queensland senior system.

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## INDIGENOUS LANGUAGES AND WAYS OF WORKING

Hymba Yumba's Indigenous languages programme saw a shift in 2019 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 2019, 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 jarjums 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 2019, we continued the leadership programme commenced in 2019 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
- 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 Bandji's participated in include:

- Traditional dancing
- Deadly Choices
- Elders visits and motivational speakers
- 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.

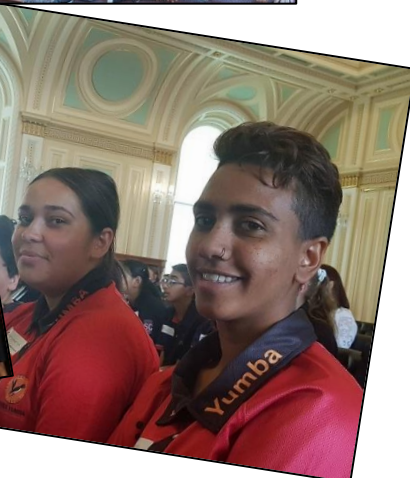
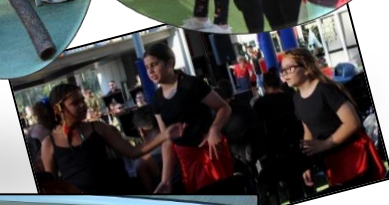


- Create and develop partnerships with inspirational Indigenous women.
- Form positive and lifelong connections in the community.

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 2019 include:

- Traditional and contemporary dancing
- Cooking classes
- Community guests
- Arts and craft activities



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## 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:



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## 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 UIIH 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

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## 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.

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## 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, 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.

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## NAPLAN DATA 2019

For information relating to the 2019 NAPLAN data, please visit <http://www.myschool.edu.au>

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## 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/>



## DISTRIBUTION OF SOCIO-EDUCATIONAL ADVANTAGE (SEA):

Bottom quarter	85%
Middle quarters	12%
Top quarter	0%

**School ICSEA Value:** 713

## NON-ATTENDANCE

It is generally accepted that when jarjum attendance falls below 80% that their educational attainment, academic achievement, and wellbeing can be compromised. HYIS will monitor student attendance and punctuality and make reasonable attempts to contact families in instances where the school identifies that an unsatisfactory absence or pattern of absenteeism exists. The school will offer support and advice to the family to try and encourage better attendance and/ or punctuality rates, keep records, and consult with child protection policies and procedures as part of this process.

In circumstances whereby the parents/ guardians are unwilling or unable to work collaboratively to ensure their jarjum's regular attendance at school, the jarjum's enrolment may be cancelled and the matter referred to the Department of Child safety, Youth and Women and Queensland Police.

## KEY STUDENT OUTCOMES

The **average jarjum attendance** rate as a percentage in 2019 was 80.01%.

Collection period: **190** days.

% Attendance for the whole of 2019 Year Level	
Prep	86.16%
Year One	79.75%
Year Two	80.25%
Year Three	83.50%
Year Four	83.75%
Year Five	84.50%
Year Six	85.75%
Year Seven	82.75%
Year Eight	74.75%
Year Nine	74.00%
Year Ten	72.75%
Year Eleven	78.48%
Year Twelve	73.79%

## YEAR TWELVE OUTCOMES

Number of students awarded a Senior Education Profile	6
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	1
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
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	6
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year Twelve students who received an OP 1-15 or an IBD	17%
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%

The apparent retention rates from Year Ten to Year Twelve were 89%

The number of students who completed Senior Secondary School is six (6).

## 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 2019 cohort in relation to main destinations of students

School Year 2019	Number of Students in each category
University (degree)	0
Working full-time	Unknown
Not studying or in the labour force	Unknown
Moved overseas	1
Total Year 12 students	6



STAFFING INFORMATION

Qualifications of all teachers

Qualification	Number of Teachers
Masters	1
Bachelor's degree	21
Diploma	5
Certificate	5

**Professional development** is a high priority at Hymba Yumba with **\$109,381** spent on professional development for teachers and staff members in 2019.

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

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.

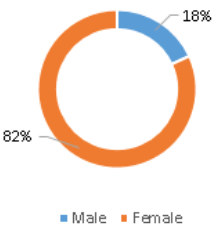
Through Independent Schools Queensland we also participated in briefings and workshops that were provided throughout the year at no cost. Associated costs were minimal.

The average expenditure on professional development in 2019 per teacher was \$3,835

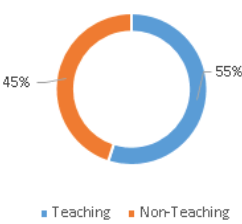
Staffing Composition:

Total Staffing: 39 with 14 Indigenous Staff

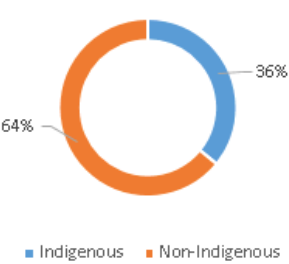
Teaching Staff: Male 4 | Female 18



Teaching Staff: 22 | Non-Teaching Staff 17



Indigenous Staff 14 | 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 **94%**



## HYMBA YUMBA INDEPENDENT SCHOOL

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Springfield QLD 4300  
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## TOTAL ENROLMENTS

204 Students (Census data 2019)

## YEAR LEVELS OFFERED

Prep to Year 12  
(Co-educational)

## 2019 BOARD OF DIRECTORS

Karla Brady (Chair)  
Kerry Silver (Deputy Chair)  
Stan Sielaff (Treasurer)  
Yvana Jones  
Michael Bong  
Roxanne Ware  
Christine Figg  
Niel Bosman (Company Secretary)

## 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](http://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](mailto:admin@hymbayumba.qld.edu.au)

