Hymba Yumba Independent School

2020 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 Yarning place. The knowledge and wisdom that Elders, families, staff and young people bring to the school community is valued and respected.

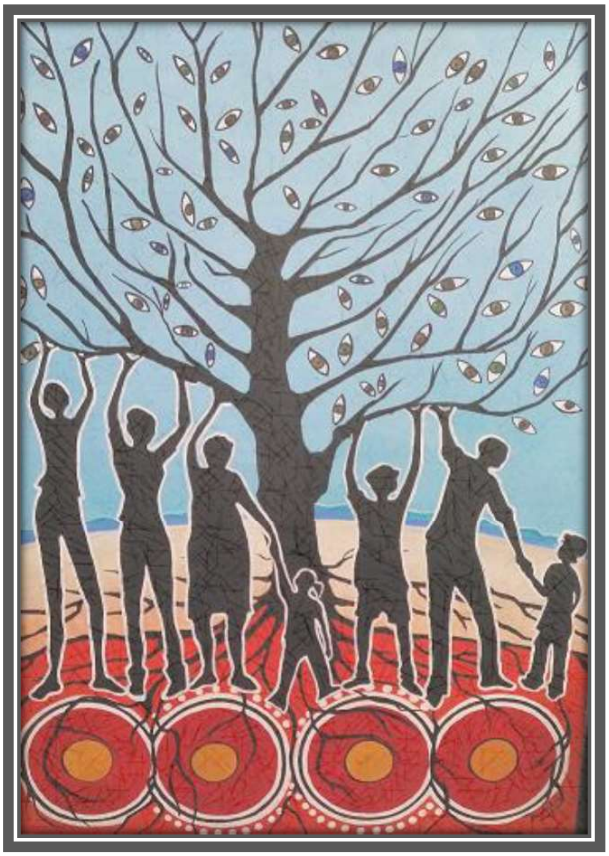
Statement of Commitment

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

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 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, 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.

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

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 Hymba Yumba Independent School.

HIGHLIGHTS OF 2020 AT HYMBA YUMBA INDEPENDENT SCHOOL

- NAIDOC Celebrations
- National Closing the Gap Day
- National Sorry Day
- Leadership Ceremony
- Showcase of jarjums artwork
- Respects Day out
- Year 12 and Year 6 Graduations
- Junior Tidda excursion to Nungeena Aboriginal Corporation for Women's Business
- Therapy Dogs
- Senior Bunji excursions
- Junior Bunji excursion – Ipswich Nature park
- Science excursion to Queensland Museum
- Strike up the Band (An extract from the local newspaper)
- ABC Brisbane radio
- Fun Friday
- Murri Tukka
- 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

PRIMARY SCHOOL CURRICULUM

Hymba Yumba Independent School views Literacy and Numeracy skills as both fundamental for learning; and essential for jarjums ability to engage and find success in both worlds, personally and professionally. In particular there is a strong focus in the Primary School of teaching these foundational skills. In addition, targeted programs are used for Spelling, Writing and Numeracy.

Hymba Yumba Independent School's primary curriculum is designed to spark creativity and innovation. Our teachers use Teaching and Learning templates to design and plan their curriculum. Our educational program aligns with the Australian Curriculum.

The Key Learning Areas (KLAs) of English, Mathematics, Science, Humanities and Social Sciences and Health are taught by our classroom teachers from Prep to Year 6. Our teachers deliver relevant and contemporary lessons across the stands and subject areas.

Our Specialist Teachers teach Traditional Language and ways of working, Physical Education, Visual Arts, Music, and Digital Technologies to expand our jarjums core learning.

The formal introduction of Digital Technologies this year was an integral component of preparing our jarjums for their Secondary schooling. Our jarjums strengthened their digital capabilities over time by using iPads, Bee Bots, Dash and Dot and LEGO Education SPIKE (robotics) in preparation for HYIS becoming a Microsoft School.

EARLY YEARS CURRICULUM

Our Early Years Prep **to Grade 3** 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 our Primary School Curriculum.

Our processes include:

- Acknowledgement
- Yarnin' Circles
- Wellbeing check ins
- 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.

UPPER PRIMARY CURRICULUM

The upper primary curriculum builds upon the foundations attained 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 all subject areas. 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.

Our Primary School jarjums Prep-3 are also provided with Traditional Music and Movements lessons, which are delivered by a Traditional Music Specialist.

SCHOOL IMPROVEMENT CURRICULUM PROGRAMMES

A whole school Professional Development in the Writing Program, Seven Steps to Writing Success occurred late in 2019.

Seven Steps to Writing Success is a program utilised by our teachers to create engaging writing lessons.

Each step should be seen as a building block to create great writing. Breaking writing skills into individual steps ensures jarjums can successfully plan and execute a whole piece of writing.

Jarjums have gained confidence within each writing skill to become creative writers.

At HYIS Seven Steps is utilised in a following ways:

- Jarjums are explicitly taught each skill
- Jarjums work with each step throughout a unit of work
- Teachers make use of the writing activities
- Jarjums utilise the graphic organisers when planning their work

Our interconnected spelling program Sound Waves has continued to be implemented . Jarjums have shown significant sustained improvement in their pre and post-test weekly.

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

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, 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 their pathway in years 11 and 12. During year 10 Jarjums plan their pathway for 11 and 12 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 21st 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 2020 teachers engaged in very valuable professional development to enable them to support jarjums with the transition to a new Queensland senior system.

INDIGENOUS LANGUAGES AND WAYS OF WORKING

Hymba Yumba's Indigenous languages programme saw a shift in 2020 towards the Australian Curriculum Framework of Indigenous Languages, Language revival. Our School is dedicated to the Yugara and Ugarapul language programme as a vital part of embedding Indigenous knowledges into our school curriculum.

In 2020, jarjums in all year levels participated in a range of activities in the classroom to enhance their knowledge of the 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. Jarjums have begun to speak sentences in language and are working on the Acknowledgment of Country in Language as well.

LEADERSHIP PROGRAMMES

At Hymba Yumba we offer a unique range of leadership programmes and activities grounded in Aboriginal and Torres Strait cultures including Bunji, Tidda, Jarjie Time, Bynda parades and Dadirri. In 2020, 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 Bunji and Junior Tidda.

Junior and Senior Bunji

The Bunji (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:

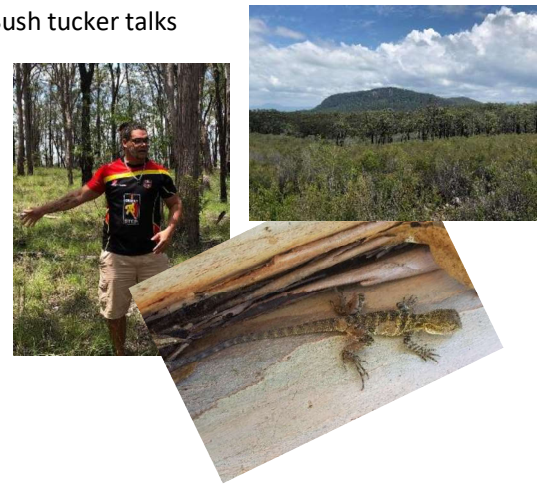
- Develop personal and interpersonal skills with all the Bunji's across the high school
- Enhance leadership qualities in all the Bunji's
- Indigenous community role models and support organisations

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

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

- Traditional dancing
- Hidden History (Purga Mission Cultural Camp)
- Elders visits and motivational speakers

- Traditional musical instrument (living in two worlds)
- Healing Country (environmental impacts and land management)
- Bush tucker talks



Dadirri

Each class has learnt to use the ancient ways of Dadirri which means Deep listening. This will continue as we move into the new year.

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.
- To give them the tools to be strong and deadly women.

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 lifejourney.

These organisations include Deadly Choices – Deadly Sistas programme, Kambu Health and well-being programme, Inala & Ipswich Elders and the Greater Ipswich Community.

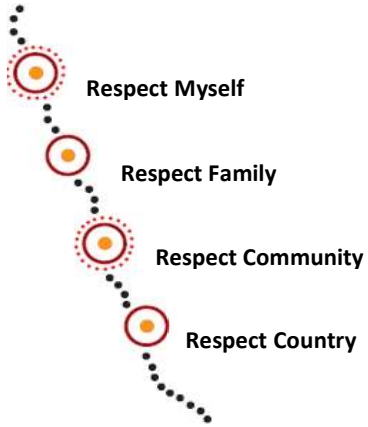
Some of the activities that the Tiddas participated in during 2020 include:

- Traditional and contemporary dancing
- Cooking classes
- 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
- 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

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 – Primary School, Deputy Principal – Senior School, 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.

NAPLAN DATA 2020

For information relating to the 2020 NAPLAN data, please visit http://www.myschool.edu.au

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	14%
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 2020 was 81.45%.

Collection period: **190** days.

% Attendance for the whole of 2020 ***Year Level***	
Prep	84.09%
Year One	80.70%
Year Two	85.60%
Year Three	82.06%
Year Four	77.27%
Year Five	80.66%
Year Six	78.82%
Year Seven	78.90%
Year Eight	82.07%
Year Nine	82.32%
Year Ten	81.78%
Year Eleven	72.32%
Year Twelve	79.75%

YEAR TWELVE OUTCOMES

Number of students awarded a Senior Education Profile	8
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	8
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	0
Number of students awarded a Queensland Certificate of Education at the end of Year Twelve	8
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 79%

The number of students who completed Senior Secondary School is eight (8).

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 2020 cohort in relation to main destinations of students

School Year 2020	**Number of Students in each category**
University (degree)	1* (deferred)
Working full-time	7
Not studying or in the labour force	Unknown
Moved overseas	0
Total Year 12 students	8

STAFFING INFORMATION

Qualifications of all teachers

Qualification	Number of Teachers
Masters	1
Bachelor's degree	22
Diploma	5
Certificate	5

Professional development is a high priority at Hymba Yumba with **$116,058** spent on professional development for teachers and staff members in 2020.

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.

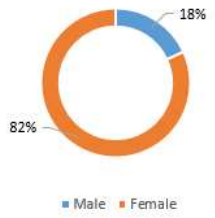
Through Independent Schools Queensland we also participated in briefings and workshops that were provided throughout the year at no cost. Associated costs were minimal.

The average expenditure on professional development in 2020 per teacher was $5,275

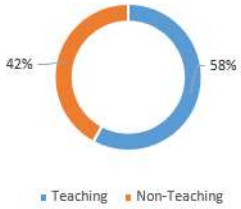
Staffing Composition:

Total Staffing: 38 with 14 Indigenous Staff

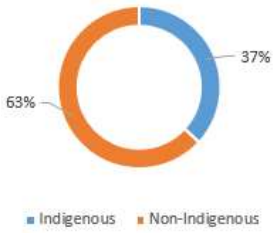
Teaching Staff: Male 4 | Female 18



Teaching Staff: 22 | Non-Teaching Staff 16



Indigenous Staff 14 | Non-Indigenous Staff 24



The **average staff attendance** for the school based on unplanned absences of sick and emergent leave for periods of up to five days was 97**%**

The **proportion** of **teaching staff retained** from the previous year was **116%**

HYMBA YUMBA INDEPENDENT SCHOOL

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Springfield QLD 4300
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TOTAL ENROLMENTS

235 Students (Census data 2020)

YEAR LEVELS OFFERED

Prep to Year 12
(Co-educational)

2020 BOARD OF DIRECTORS

Karla Brady (Chair)
Kerry Silver (Deputy Chair)
Stan Sielaff (Treasurer)
Uncle Albert Holt
Yvana Jones
Michael Bong
Professor Tracey Bunda
Robert Barty

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