Annual Report 2022

Hymba Yumba Independent School

Inspiring jarjums to learn and lead in both worlds

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

Jarjum build strong and proud First Nations** 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 Independent School (HYIS). Jarjum 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.

Our Values

HYIS is deeply committed to the positive traditions of First Nations 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 jarjum
- 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 jarjum 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 'First Nations'. The term 'First Nations' 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.***

Our Commitment

High Expectations for all

Through strong leadership and guidance from Elders, families, and professional staff, all jarjum are challenged and supported to learn and excel utilizing a strengths-based approach and individual plans. A culture of high expectations places jarjum' learning first and foremost. High expectations are set around jarjum attendance and data is tracked closely, positive behaviour is rewarded using Deadlies and jarjum academic successes are celebrated at the annual Awards ceremony.

Focused Teaching and Engaged Learning

Jarjum set clear goals for learning in a variety of subject areas. They have time to engage with their classes and tasks through differentiated learning. They are encouraged to ask questions and receive clear feedback to make greater learning gains. Jarjum are encouraged to become self-directed learners that are supported to be responsible and accountable for completing their work to help them achieve their academic and personal goals

Effective Feedback

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

Effective feedback through individualised meetings, focuses on jarjum' efforts, engages jarjum in thinking about how they can improve and provides clear direction about the next steps in their learning. Jarjum are connected to their homeroom teacher and house co-ordinator who are constant staff who provide daily support.

Feedback is given in different forms to assist jarjum to improve their knowledge and understanding of the tasks at hand. At HYIS we provide formal, informal, formative, and summative feedback to jarjum.

Parent / teacher / jarjum conferences or 'family meetings' are integral to building upon the school-home and parent-teacher relationships. The meetings allow for the teachers to inform families of jarjum progress, areas for improvement and for families to ask questions, provide feedback and discuss any concerns.

Use of Data to Inform Practice

Schools and staff who plan their teaching using informed data, enable individual and differentiated instruction to occur for jarjum's activities. The collection of jarjum data is vital to ensure we are planning responsively to jarjum learning needs. Data collection points are decided at the beginning of each year. The data is then analysed and informs planning into the next Term. These also include resources and professional development on the identified learning needs of individual jarjum. This significantly improves the learning outcomes for all involved.

Well-being

Jarjum 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 lifestyles. This is done through First Nations meditation (Dadirri), dedicated Wellbeing Strategy and Wellbeing team, and Dog Therapy. Positive education plays a pivotal role in preparing jarjum for a rewarding life beyond school.

Collaboration

Effective teachers learn from other teachers through collaborative approaches and shared, targeted teaching practice and development. Committees are operated in areas of Culture, Co-curricular, ICT, Well-Being and Business Sustainability. 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 families are the first educators of our jarjum. Parents, care-givers, and communities provide the first line of support for jarjum as they develop their

First Nations knowledge and culture. Through engagement with the school, the community support the learning and development of our jarjum.

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

Accountability and Transparency

Effective governance, good management, and transparency of the business processes of our school ensure that the Board, Executive team and staff provide operational and strategic guidance on sustainable practices which ensure the accountability and continued development of HYIS.

Our Governance

Board

The school Board consists of highly accomplished and dedicated volunteers who are passionate about First Nations education and life-long learning. Meeting every month, the school Board also leads four Committee's:

- Finance, Risk, Audit and Compliance Committee
- Education and Values Committee
- Partners and Community Engagement Committee.
- Foundation Committee.

The school Board members for 2022 were:

- Karla Brady – Chairperson
- Kerry Silver – Deputy Chairperson
- Brad Strong – Secretary (non-voting)
- Simone Watego – Assistant Secretary (non-voting)
- Stan Sielaff – Treasurer
- Aunty Tracey Bunda – Director
- Bob McDonald – Director
- Uncle Albert Holt – Patron and Director
- Alex Graham – Director
- Yvana Jones – Director
- Robert Barty - Director

Sadly, Alex, Yvana and Robert stood down from the Board due to competing work priorities. We thank them for their commitment and wish them all the best.

The school Board welcomed back Bob McDonald to fulfil a casual vacancy. Bob has always been a strong champion of the school and we appreciate his passion, knowledge and dedication.

Executive Team

The school Executive team meets weekly to lead and manage the operational tasks of the school. The Executive team comprises of the Principal, Deputy Principal – Primary, Deputy Principal – Secondary, Operations Manager, Business Services Manager and Foundation Manager.

The school Executive team members for 2022 were:

- Peter Foster (Principal)
- Jess Endean (Deputy Principal – Primary)
- Tammy Baart (Deputy Principal – Secondary)
- Brad Strong (Operations Manager)
- Linda Grieve (Business Services Manager)
- Rajkumar Gohain (Foundation Manager)

The movement in the Executive team in 2022 included Peter Foster, Tammy Baart and Rajkumar Gohain. The Executive team welcomed Tate Williams to the role of Deputy Principal – Secondary. Additionally, Jess and Tate were temporarily promoted to Acting Principal during the recruitment process for the Chief Executive Officer.

Highlights From 2022

Culture And Community Achievements

The school's point of difference has always been the embodiment of First Nations traditions of spirituality, identity and culture into a 21st-century education framework that focuses on the whole jarjum and their education journey.

Our vision is to inspire jarjum to learn and lead in both worlds.

In 2022, we achieved that through the following initiatives:

- Elders Reading program which brought Elders into the school to read to the jarjum.
- Attendance at community NAIDOC celebrations within the school, Ipswich and Inala to promote the school.
- Delivery of Sorry Day activities like where Elders joined the jarjum to speak about the importance of the day and how they were impacted as part of the Stolen Generation.
- Attendance and participation in the Oceana Dance Concert so that jarjum understand and interact with other cultures.
- Participation in the DJ Reid Memorial, Inala Family Touch Day to represent the school and engage with the First Nations community.
- Delivery and participation in Reconciliation Week activities and events to encourage understanding, raise awareness and build collaboration.
- Delivery of the Senior Bunji Camp to Minjerribah (Years 10-12) where jarjum learnt about the Country, engaged with Traditional Owners and participated in men's only activities.
- Delivery of Senior Tidda excursion where they visited Anita Heiss' *Tiddas* play. They were able to meet Anita and speak to some of the actors about what it means to be a First Nations women.
- Delivery of Senior Bunji and Tidda cultural workshops like learning how to make a Kup Murri, which is a traditional underground cooking technique.
- Participation in the Rite of Passage, which includes weekly workshops based on supporting jarjum to transition into adulthood.
- Attendance at Inala Wangarra's Shadow Sisters art exhibition where jarjum supported guests and served Elders with cups of tea and lunch. This teaches jarjum their cultural responsibilities of being accountable to community and giving back.
- Attendance and participation at Inala Twilight NAIDOC in November Family Fun Day to encourage community engagement and promotion of the school.
- Attendance at the Cassius Turvey candlelight vigil King George Square to support the community and help jarjum understand the political context for First Nations people in Australia.

Cassius Turvey candlelight vigil

The HYIS team at the DJ Ried Memorial Inala Family Touch Day

Academic Achievements

The school provides an inspiring learning environment that deeply embeds First Nations knowledges within the Australian National Curriculum. Our school's First Nations model is unique across the Australian education sector as it is one of the only two First Nations schools serving the Brisbane community.

Here are the highlights from 2022:

- 100 percent of Year 12 jarjum graduated with a QCE.
- 100 percent of Year 12 jarjum graduated with at least a Certificate II (VET)
- ATAR and Applied subjects were offered as Year 11 subjects. This included subject selection that aligned with Phase 3 building such as Fashion, Film, Television, and New Media, and Hospitality Practices.
- The school won the 2022 Educator Best Independent Secondary School in Australia Award for innovation in education.
- Design and Technology, Visual Arts and Culture and Identity elective subjects were introduced in Years 9 and 10.
- University Course offerings through various universities were undertaken by Year 11 and 12 including University of Southern Queensland's UniPrep.
- Jarjum from Years 10-12 participated in Brisbane Careers Expo and other careers days within the school.
- The school recorded as the second highest Secondary School in Queensland for growth over 5 years in NAPLAN Years 7 and 9.
- The school recorded as the first Secondary Schools in Ipswich for NAPLAN Growth over 5 years in Years 7 and 9
- A curriculum audit was completed to ensure that the embedding of Indigenous Knowledges and Indigenous Perspectives were across all Key Learning Areas.
- Planning began for Senior curriculum subjects from 2024 to include Dance, Music, Drama, and Building and Construction Skills
- Delivery and participation in Book Week Parade and activities for the whole school.
- The Indigenous Airforce Youth Program engaged five Year 10 jarjum to participate at Amberly base .
- Ten Senior jarjum completed their Responsible Service of Alcohol training.
- 18 Year 9 and 10 jarjum attended the STEAM Student Day at QUT and used their critical thinking skills to compete against other schools in a variety of challenges.
- Careers Presentation - Dr Page of Central Queensland University attended the school to discuss the Festival of Change. Dr Page spoke to the Years 10-12 jarjum about his journey to becoming a doctor but also his attempt to make the NBL. He talked about his blending of traditional methods on Country and western medicinal practices and how to follow your dreams even when there are obstacles along the way.
- Senior English Incursion – Dr Watego of the University of Queensland and author of Another Day in the Colony attended the school. Dr Watego spoke to the Year 10 –12 jarjum on critical race theory and university Indigenous Studies courses.

Book Week activities

Co- curricular Achievements

The school understands the notion of what it means to be a First Nations person learning and living in urban communities. We intrinsically know that First Nations culture thrives and flourishes in urban places and spaces, the classrooms and the green spaces, the footy clubs and touch carnivals, the backyards, and the kitchen tables. This is what makes up a whole jarjum and why it is imperative that we offer them opportunities to build pride in themselves, their families, their community, and their Country.

In 2022, jarjum helped plan, deliver, and participated in the following activities:

- NRL training program to build their skills, discipline and teamwork.
- Dae Dae Memorial Cup Rugby League Game where the team played against Ipswich State High School
- Rugby League Academy for Years 7-12
- District Athletics for Years 7-12
- Book club- a Year 11 jarjum initiative where jarjum met each week as part of a reading group.
- Inala Wangarra's Fashion club led by queer First Nations jarjum and community leaders.
- Senior and Junior Choir
- Circa Circus workshops and production of Arts Magic
- Karyn Murphy Cup (Years 5 and 6)
- Rugby 7's (Years 4-12)
- AFL (Years 4-12)
- Basketball Gala Day with Murri School
- Whole school Swimming Carnival
- Whole school Athletics Carnival
- Whole school Cross Country Carnival
- Scuba Diving training (Year 11 and 12)

Athletics Carnival 2022

Marine Biology Studies and Scuba Diving training

Primary School Curriculum

The school views Literacy and Numeracy skills as both fundamental for learning; and essential for jarjum ability to engage and find success in both modern and First Nations culture, both personally and professionally. There is a strong focus in the Primary School of teaching these foundational skills. In addition, targeted programs are used for Literacy and Numeracy.

The school's primary curriculum is designed to spark creativity and innovation and are enhanced using Microsoft devices in Years 4 - 6. Our teachers use Teaching and Learning templates to design and plan their curriculum. Our educational program aligns with the Australian National 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. Each of our units are strengthened furthermore by the embedding of First Nations knowledges, practices, learning styles and ways of working including 8 ways and Uncle Ernie's Framework.

We have Specialist Teachers who teach Traditional Language and ways of working, Physical Education, Visual Arts, Music, and Digital Technologies to expand our jarjum core learning.

The formal introduction of Digital Technologies this year was an integral component of preparing our jarjum for their Secondary schooling. Our jarjum strengthened their digital capabilities over time by using iPads and robotics programs. Bee Bots, Dash and Dot and LEGO Education SPIKE, are important types of resources for programming education, 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 jarjum feel safe and secure. Play-based learning is planned and delivered through literacy and numeracy games, rotations, and hands on learning experiences.

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

Through First Nations processes we embed Indigenous Knowledges and Ways of Working into our Primary School curriculum.

Our processes include:

- Acknowledgement
- Yarning Circles
- Wellbeing check ins
- Singing song in language
- Fostering jarjum sense of identity
- Language development – Teaching Ugarapul Language as a LOTE subject
- Development of a classroom family built around our Respects Principles.

Jarjum – Ugarapul Prep-3 jarjum

Upper Primary Curriculum

The upper primary curriculum builds upon the foundations attained in the Early Years. Jarjum continue to grow and learn through First Nations 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, Yarning 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 jarjum are supported by four Indigenous Education Workers (IEW) who support classroom learning, intervention, and extension.

Middle Years Curriculum

Year 7, 8 and 9

Deeply rooted in connection, our school has continued to develop partnerships with parents, community members and organisations to ensure our jarjum have access to 'real life' learning. Jarjum have access to a weekly timetabled careers lesson that prepares them for life after school and particularly for casual work. This is in addition to continuing to develop their knowledge and skills within the Australian National Curriculum Key Learning Areas. Our motto, "Inspiring jarjum to lead and learn in both worlds", has meant there's also been a focus, on holistic development of self through wellbeing.

Key aspects of wellbeing, including the rollout of our Yumba (House) program, extension of the Dog Therapy program as well as Cultural (Tiddas and Bunji) classes has meant that jarjum continue to achieve quality learning outcomes through our four Respects Principles, "Respect myself, Respect my family, Respect my community and Respect my country".

Senior Years Curriculum

Year 10, 11 and 12

Year 10 continues to be a transition year with jarjum undertaking the Australian National Curriculum, as well as beginning vocational courses, particularly School-based Traineeships (SATs). Additionally, jarjum begin banking QCE points through the QCAA Short Courses of Numeracy and Literacy to support their pathways into Years 11 and 12. Additionally, Year 10 jarjum were given the opportunity to complete a Certificate II in Aboriginal and Torres Strait Islander Leadership.

In the Senior years (Years 11 and 12) jarjum have access to a variety of General and Applied subjects, including Aboriginal and Torres Strait Islander Studies. All subjects, in addition to any SAT and Vocational courses assist in obtaining QCE points and/or ATAR rankings.

These subjects offer jarjum 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 jarjum to develop the key 21st century skills needed to compete in a global world and foster critical thinking skills.

Jarjum who choose ATAR subjects can study **E**nglish, Biology, Mathematics, Modern History, Health, Psychology, and Aboriginal and Torres Strait Islander Studies. Classes catering to ATAR jarjum are small and this means that one-on-one support and guidance from specialist teachers can help jarjum achieve their full potential and reach their academic goals. As part of planning for 2023, further subject syllabi have been written and approved including Film, Television and New Media (ATAR), Science in Practice, Fashion, Dance in Practice, and Visual Arts in Practice. These subjects will align with our Stage 3 Arts building project.

Jarjum also have the opportunity of preparatory university courses such as the Australian Catholic University (ACU) Step Up program, as well as the University of Southern Queensland's Head Start Programme and Uni Prep.

Tucker – Training therapy dog

School Improvement Curriculum Programs

Literacy

In 2022, the school continued their whole school Writing program and Professional Development through Dr. Ian Hunter's Writer's Toolbox. Formerly known as Write that Essay.

Teachers have been regularly accessing the online learning modules, engaging regularly with Writer's Toolbox Coaches during Professional Development sessions and in-class mentoring sessions.

The program's foundations are based on 12 key sentence styles, 8 paragraph styles and streamlined resources, in-class support and professional development, which should be seen as a building block to create great writing. This program breaks writing skills into individual sentence styles that fit a particular purpose in terms of author's intent and the text style. This will ensure that jarjum can successfully plan and execute a whole piece of writing using these skills.

Jarjum have gained confidence within writing because of the shared sentence styles and language used around the program, which is now schoolwide. With a sentence focus per week, jarjum are writing vastly improved sentences across the curriculum.

At the school, the Writer's Toolbox is utilised and built upon in the following ways:

- Jarjum are explicitly taught 1 sentence style per week.
- Jarjum and teachers are expected to have 1 'Stop, Drop and Write' session at the same time each week.
- Jarjum class work, writing programs and assessment are required to feature these sentences and paragraph styles where appropriate.
- Teachers are required to show evidence of Writer's Toolbox in their planning and units of work.
- Through diagnostic testing with Writer's Toolbox - data and next steps are planned for in terms of staff development and teaching requirements for 2023 and 2024

The use of common language across our school has explicitly assisted our jarjum, providing them with tools and methods to draw upon when writing within any classroom and subject across both our Primary and Secondary schools.

Numeracy

In 2022, numeracy planning and teaching continued to be based on a formative assessment program across the Primary School and Senior School.

The program's foundations are based on a planning and teaching sequence that targets Number Sense and Place Value (data identified as our school's biggest need), differentiation, problem solving, resourcing, and formative assessment to assist in regular checkpoints and accountability.

Our Numeracy program is utilised and built upon in the following ways:

- Each week jarjum receive front loading lessons of new concepts with a gradual release of responsibility approach (I do, We do, You do)
- Each week jarjum engage in differentiated small group learning based on needs with their teacher and IEW support.
- Teachers run a weekly checkpoint/quiz to both formatively gauge where jarjum are in their learning and also to support planning and teaching for the upcoming week.

Our continuing goal for staff and jarjum is to further embed First Nations knowledges and perspectives to enhance our Numeracy curriculum; with support from our Board and community members.

Jarjum - Aperehama and Boyd

First Nation Languages and Cultural Identity

Our First Nation languages program saw a shift in 2020 towards the Australian National Curriculum Framework of Indigenous Languages, Language revival. Our school is dedicated to the Yuggera and Ugarapul language program as a vital part of embedding First Nations knowledges into our school curriculum.

In 2022, jarjum 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. Jarjum have begun to speak sentences in language and are working on the Acknowledgment of Country in language as well.

Jarjum L-R - Izara, Sabrina, Dean, Zenna and Pheona

Leadership programs

Our school offers a unique range of leadership programs and activities grounded in First Nations cultures including Bunji (Years 4-12 Boys), Tidda (Years 4-12 Girls), Jarjum Time (Prep to Year 3), Bynda parades (whole school assembly) and Dadirri (First Nation meditation). In 2022, we continued the leadership program with the Prep to Year 3 which is Jarjum Time and for the Years 4, 5 and 6, which is Junior Bunji and Junior Tidda.

Junior and Senior Bunji

The Bunji (meaning *brother*) program provides a culturally safe and respectful environment that supports, encourages and guides our Year 4 – 12 boys to grow and develop into strong, respectful First Nations men.

The program continues to build on the jarjum sense of identity and cultural confidence by practicing our respects, being involved in traditional cultural processes and protocols surrounded by strong First Nations male role models.

The program aims to:

- Develop personal and interpersonal skills with all the Bunji's across the high school.
- Enhance leadership qualities in all the Bunji's.
- First Nation community role models and support organisations
- Create and sustain relationships with other First Nations community role models and support organisations.

Throughout 2022, Bunji's participated in a variety of experiences. We had a respected community member, Uncle Tim Spall come in and speak to our Bunji about the importance of mental health and helped equip them with strategies and techniques in how they can manage their own mental health. In another session, we had Rhan Hooper, a man who is passionate about passing on traditional knowledge to the younger generation by sharing with our Bunji on how to make boomerangs, clapsticks, how to make fire and also how to paint. We also had Yuggera Country man, Uncle Henry Thomsen come in and graciously share traditional dancing with us that our Bunji practiced for an entire term.

Jarjum- High School Bunji group

Dadirri

Each class has learnt to use the ancient ways of Dadirri which means Deep listening. Jarjum begin each day/lesson with Dadirri. Dadirri helps centre and ground jarjum before they start their day of learning and helps connect them back to Country.

Senior and Junior Tidda

The Tidda (meaning *sister*) program 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 program focuses on cultural leadership, building self-esteem and self-identity as well as holistic health and well-being. Embedding this program into our weekly schedule promotes the importance our school holds around cultural time and cultural practice. It allows our Tidda to engage in the cultural practice around building a sense of community, fostering meaningful relationships and encouraging leadership skills. Success of this program is determined by the collection of qualitative data including feedback from visitors, community organisations and jarjum, as well as participation and engagement in activities by our Tidda each week.

The Tidda program 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 First Nations women.
- Form positive and lifelong connections in the community.
- To give them the tools to be strong and deadly women.

The Tidda program 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 program, Southern QLD Centre of Indigenous Health, Inala Wangarra, Kambu Health, PPEK team, Inala and Ipswich Elders and the Greater Ipswich Community.

Jarjum Senior Tiddas with Dr. Anita Heiss

Some of the activities that the Tiddas participated in during 2022 included:

- Cooking classes
- Engaging with special guests and artists from the community
- Arts and craft activities
- Traditional weaving and basket-making
- Traditional painting
- Visits to women's only sacred sites and community areas of significance

- Jewellery making
- Working alongside community organisations – Deadly Choices, Inala Wangarra
- Learning about and participating in Traditional Indigenous Games
- Learning, acknowledging and celebrating significant days including Apology Day, NAIDOC, Sorry Day
- Participating in incursions delivered by the QLD Children's Hospital
- Learning how to respect ourselves by looking at and discussing hygiene.
- Showing appreciation and gratitude for our families by making gifts for Mothers and Father's Day
- Organising and participating in fundraising events
- Fundraising money for community organisations
- End of year excursion to Coochiemudlo Island
- Making gifts for our Graduating students
- Team building activities

Microsoft Schools And Digital Literacy Program

The school continued to develop digital literacy across the school in conjunction with the Microsoft School device program. The program ensures every jarjum from Year 4 to Year 12 obtained a Microsoft Surface device that was a vital tool in their learning at the school. Current research outlines that by 2034, 47% of jobs will be automated. It is therefore essential that vital 21st century skills including digital literacy are adopted at HYIS and that our jarjum are exposed to emerging technologies from an early age.

Microsoft is one of the biggest software companies with a 77% market share in computer operating systems. 95% of all Australian workplaces use Microsoft Office. By transitioning our daily learning into Microsoft based products, we are preparing our jarjum for current and future industries that are built upon these systems.

Microsoft Surface devices allow the use of styluses for learning, which have proven to increase factual recall and conceptual understanding.

These devices were utilised in varying degrees across the campus in 2022. Our jarjum were reminded the importance of caring for their devices and appropriate and responsible use when at school and at home. All devices come under the sole responsibility of our jarjum. Jarjum must handle these devices with the necessary care and supervision required to meet the needs of their digital learning journey at HYIS.

These are very exciting times for HYIS as we continue to remain at the forefront of First Nations and global digital education.

Jarjum Cecilia and Year 3 jarjum

Wellbeing Program

Our Dog Therapy program formed a large part of our wellbeing program in 2022. The Dog Training program continued to experience success as it welcomed a new cohort of Middle Years secondary jarjum. The senior jarjum continued to work hard on their Certificate II in Animal Studies, while the Middle Years secondary students were busy learning and refining the fundamental skills required for dog training and handling.

Jarjum enjoyed the practical aspect of the course where they were able to handle a variety of dogs. They attended a dog training camp where they extended their skills in care and maintenance. In June, a small group of jarjum positively and professionally represented themselves, our school and our Dog Therapy program when they attended the Empower Assistance Dogs Charity Gala.

The school welcomed the arrival of Tucker, a Toy Poodle. He is an assistance dog in training. He spent

2022 attending familiarising himself with the movement and sounds of a busy workplace.

A review has been conducted to evaluate the success, impact and viability of the Dog Therapy Program. It has been determined that the program will continue to operate utilising the dogs we currently have onsite. Across 2023, we will build upon the number of dog handlers across the school and increase the capacity of jarjum enrolled in the dog handling and certification program.

Elders And Community Engagement

In 2022, Aunty Vivian Bonner our Community Engagement Officer, developed the Elders Reading Program. This highly successful program saw our community Elders work in our Prep- 3 classrooms teaching language, culture, reading and respect. This program will grow and continue in 2023.

Aunty Ruth from the Elders Reading Program with Summah & Kahlani

Anti-Bullying Strategies

Our school has high standards and expectations of our jarjum and staff. Bullying of any nature is not accepted or tolerated. The school focuses on using restorative practices and Yarning Circles to address jarjum concerns and take a solution focused approach. The school has policies which address both Bullying and Child Protection, and our four **RESPECTS principles** reinforce this.

RESPECTS Principles:

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 monitors student attendance and punctuality and makes 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 families 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.

Support Structures and Partnerships

We gratefully acknowledge the support provided by our community partnerships and support networks, whose support enables us to help our jarjum and families reach their full potential. The programs reflected in the partnerships listed, would not have otherwise been possible:

- Kambu Medical Service
- Institute of Urban Indigenous Health

- Deadly Choices
- The Murri School
- Ipswich Aboriginal Police Liaison Officer
- Southern QLD Centre of Indigenous Health, cooking classes for both jarjum and families
- Child and Youth Mental Health – Inala
- Inala Wangarra
- Springfield City Group
- Formally Ever After
- Ipswich City Council
- Your Town and Skilling Queenslanders for Work Program
- Deicke Richards Architects
- Second Bite
- YMCA – Breakfast Program
- Salvation Army – Just Brass Programme
- Pat Mullins Lawyers
- Nigel Harris and Associates

Social Climate

HYIS 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), a Cultural Lead and two Community Engagement Officers.

Jarjum build strong and proud First Nations 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 HYIS. Jarjum 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.

The Foundation

The Hymba Yumba Community Hub Foundation was established to provide education, mentoring and training to First Nations community members, support school activities for jarjum in areas of culture, health and personal development that create opportunities to build their capacity as First Nations community leaders and provide opportunities and connections for Senior jarjum to enter the workforce. In 2022, the Foundation worked diligently to establish key policies and procedures, recruitment of a Foundation Manager, redevelopment of HYIS website, production of a Case for Support and management of donations and partnerships.

The Foundation achieved the following outcomes in 2022:

- Donations of $31,494
- In-kind donations from Secondbite, YMCA Breakfast Programme and The Salvation Army Just Brass programme.
- New partners include Leigh Cleave and Associates, Northey Street Farm and Qld Family and Child Commission.

The Foundation will continue to build on its current momentum with the finalisation of its Case for Support and focus on growing financial and in-kind support for Stage 3 Art building project, HYIS Master Plan and Writers Toolbox.

Parent/Carer, Jarjum, and Teacher Satisfaction

Each year, HYIS 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.

Key Student Outcomes

The **average jarjum attendance** rate as a percentage in 2022 was 79.63 %.

Collection period: **190** days.

% Attendance for the whole of 2022 ***Year Level***	
Prep	81.73
Year One	77.69
Year Two	83.55
Year Three	77.00
Year Four	76.73
Year Five	80.52
Year Six	80.60

Year Seven	81.18
Year Eight	77.61
Year Nine	82.26
Year Ten	79.92
Year Eleven	76.81
Year Twelve	79.61

NAPLAN Data 2022

NAPLAN results are available for each year of testing. Results are reported as a mean scale score and by performance relating to the national minimum standard.

In 2022, Hymba Yumba Independent School was named the 2nd highest secondary school for NAPLAN improvement in Queensland over 5 years and the highest secondary school in the Ipswich region.

For information relating to the school's 2022 NAPLAN data, please visit http://www.myschool.edu.au

Jarjum - Izara, Jay, Ren (Teacher) Tate (Acting Principal) Milton and Cienna

Year 12 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 are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualification	6
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 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 10 to Year 12 is 50%

The number of students who completed Senior secondary school in 2022 is eight.

Graduating class of 2022

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 2022 cohort in relation to main destinations of students

School Year 2022	Number of Students in each category
Tertiary Education	3
Working full-time including traineeships	6
Not studying or in the labour force	0
Moved overseas	1
Total Year 12 students	8

Staffing Information

Professional development is a high priority at HYIS with $267,609.85 spent on professional development for teachers and staff members in 2022.

Teachers 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.

Continuing from 2021, an additional twelve of our staff completed a Coaching Accreditation Program Phase 1-3. This enabled staff to build their confidence and skill to initiate and lead coaching conversations in a range of contexts. It assisted in developing a coaching focus as a way of leading.

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 several professionals who provided their time, education program, 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 2022 per teacher was approximately $6,888.

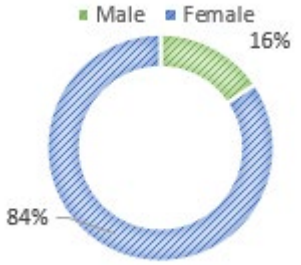
Qualifications Of Teachers

Qualification	Number of Teachers
Masters	3
Bachelor's degree	35
Diploma	4
Certificate	2

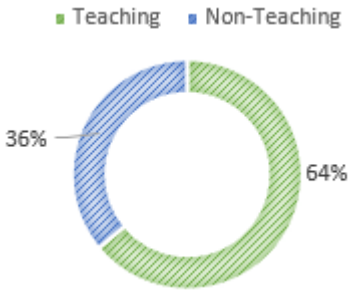
Staffing Composition

Total Staffing: 50 with 17 Indigenous Staff

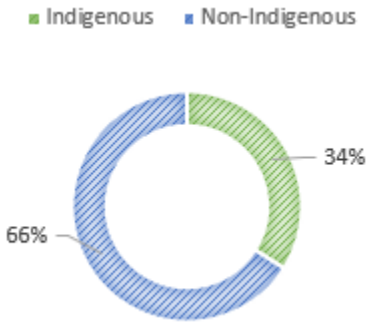
Teaching Staff: Male 5| Female 27



Teaching Staff: 32 | Non-Teaching Staff 18



Indigenous Staff 17 | Non-Indigenous Staff 33



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 77%

School Income By Funding Source

Under the current school funding agreement struck in 2019, the Commonwealth contributes 80% of the SRS for private schools, while state governments are responsible for the remaining 20%

For information relating to the school's funding sources, please refer to the *My School* website: http://www.myschool.edu.au/

Distribution of Socio-Educational Advantage (SEA):

The Index of Community Socio-educational Advantage (ICSEA) is a scale of socio- educational advantage that is computed for each school. ICSEA enables visitors to the My School website to make comparisons between schools based on the level of educational advantage or disadvantage that students bring to their academic studies.

	HYIS Distribution	Australian Distribution
Bottom quarter	70%	25%
Middle quarters	28%	50%
Top quarter	1%	25%

School ICSEA Value:	**758**
Average ICSEA value:	1000
School ICSEA percentile:	2

Senior Formal

Award Ceremony

Senior Tidda Excursion

Hymba Yumba Independent School

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

Total Enrolments

299 Students (Census data 2022)

Year Levels Offered

Prep to Year 12
(Co-educational)

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.hyis.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

admin@hyis.qld.edu.au