YMCA Vocational School Annual Report 2020 (Based on 2019 data)

School Sector:

Independent

School's Address:

41-45 Mary Street, Kingston, QLD, 4114

Total Enrolments:

445

Year Levels Offered:

7 - 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Males account for 58.2% of enrolments and females account for 41.8%. Indigenous students make up 16.6% of total enrolments. Ethnicity predominantly Australian, followed by New Zealand citizens. Students of diverse ethnic backgrounds attend the YMCA Vocational School.

Distinctive Curriculum Offerings:

To meet the needs of our Middle School students (Grade 7-9), in the context of only enrolling students disengaged or at high risk of disengaging from learning, a Multi-aged Thematic Approach to the delivery of Australian Curriculum content has been adopted. This approach to curriculum delivery acknowledges the heterogeneous nature of the young people enrolled and provides generous scaffolding to bridge the large gaps in the students' learning. To provide continuity of learning, selection of learning concepts continues to provide revision and consolidation of the skills required for reaching the Year 10 Achievement Standards by the end of the year.

The YMCA Vocational School offers several learning pathway options for students in their Senior Phase of Learning. Students can participate in QCAA Applied Subjects (Essential English & Mathematics and Social and Community Studies), Short Courses or VET qualifications.

Extra-curricular Activities:

In addition to the core curriculum and recreational activities, students participate in our Body, Mind and Spirt Wellbeing program. This is a holistic approach to integrating all aspects of a young person's development. The program has a strong focus on the YMCA values of caring, honesty, respect and responsibility. Social, emotional, physical and spiritual wellbeing are taught in a manner that builds each student's sense of belonging and connectedness. This promotes a healthy growth mindset, which enables our students to thrive. Students participate in lessons based on our Thrive philosophy and which support our students to develop conflict resolution skills, grow in understanding of mental health and well-being, drug and alcohol education and, relationships building. The lessons, provided by school staff and external agencies, have provided students with the opportunity to learn about social issues and practice skills that will enhance well-being.

Social Climate:

YMCA Vocational School is dedicated to providing a high level of pastoral care to all students. Smaller class sizes, personalised education plans and frequent check ins with students, facilitate their individual needs being met. The YMCA is accredited by the Australian Childhood Foundation as a child safe organisation.

YMCA Vocational School has strong processes and procedures to help keep young people safe. We have clear policies, stringent employment procedures including Working with Children Checks, as well as regular staff training.

We strive always, to act in the best interests of young people who are entrusted to our care and take all reasonable steps to ensure their safety. Above all, we are committed to providing an environment where everyone is protected from any form of abuse or mistreatment.

Parental Involvement:

YMCA Vocational School seeks regular input and collaboration from parents and carers, particularly in regard to personalised education plans for students. As a special assistance school, it is critical to ensure that the needs of each individual student are understood, in order to provide them with the best educational opportunities. At present YMCA vocational School does not have formal parental representation committees, however feedback and opportunities for improvement are welcome and considered on a case by case basis.

Parent, Teacher and Student Satisfaction with the School

The YMCA Vocational School regularly measures five wellbeing outcomes in the student cohort. The outcomes align with the YMCA Thrive Wellbeing model and are measured via a survey 3 times per year in February, June and November. The outcomes are:

- Mental Wellbeing

- Grit and Determination

- School Connectedness

- Emotional Dysregulation

- Resilience

Results of the survey showed that school connectedness, resilience, and grit and determination all increased from February to November. Student's mental wellbeing and emotional dysregulation scores remained stable across 2019, with Year 9 students seeing the greatest improvement in their ability to emotionally regulate. In

the November survey, 70% of students said it was completely true or almost completely true that there was at least one teacher or other adult in the school they could talk to if they had a problem. This is an important result as it is essential for school engagement that young people feel they have at least one positive relationship with an adult at their school. Additionally, 90% of students indicated they felt proud to belong to the YMCA School.

The YMCA Vocational School had a teaching staff retention rate of 90.32% between 2018 to 2019.

Student enrolments increased from 395 in 2018, to 445 in 2019, as at Federal census.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: Business Services Manger – Ms Jana Hadlow

School Income Broken Down by Funding Source

Please refer to the My School website http://www.myschool.edu.au/ for school funding information

Staffing Information

Staff Composition, Including Indigenous Staff:

Full time staff = 52 (principal, head of campus, teachers, administration, counsellors, school management team).

Part time staff = 25 (youth workers and administration).

YMCA Vocational School values diversity and encourages applications from indigenous persons. YMCA does not currently collect and report on indigenous staffing numbers. YMCA is currently undertaking the implementation of a new HRIS, in which there will be a non-mandatory option for staff to enter their indigenous status.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1
Masters	4
Bachelor's degree	26
Diploma	0
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
School Curriculum Development –Unit Development	13
NCCD	31
Behaviour Management	25
Governance and Leadership	6
School Improvement	31
Total number of teachers participating in at least one activity in the program year	31

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
31	N/A	$844.00
The total funds expended on teacher professional development in 2019	$26,163.00	
The proportion of the teaching staff involved in professional development activities during 2019	100%	
The major professional development initiatives were as follows: Personalised education plans, mental wellbeing (external providers and internal Thrive Pathway), NCCD requirements, iimplementation of syllabus and curriculum, school improvement.		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
30	5,850	144	97.54%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.54% in 2019			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
31	28	90.32%
From the end of 2018 90.32% of staff were retained for the entire 2019 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2019 was 65%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2019
Year Group 7	71%
Year Group 8	59%
Year Group 9	62%
Year Group 10	65%
Year Group 11	65%
Year Group 12	65%

A description of how non-attendance is managed by the school:

Unexplained absence reports are reviewed by pastoral teams' multiple times per week. Pastoral teams are allocated time to contact parents and carers to understand and document in the school information system (SIS), the reason for absence. The primary purpose of this process is to monitor the wellbeing of each student and respond accordingly. If the parent/carer is not able to be contacted by phone or e-mail, attempts at contact are recorded in the SIS for tracking and process reasons. If contact can't be made after multiple attempts, three non-attendance letters are sent to carers to notify them that the student may be exited if contact isn't made. If no contact is made after the third notification letter, the student will be exited.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;

- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;

- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

For further information, please refer to the My School website http://www.myschool.edu.au/

Benchmark Data for Year

Reading

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	432	N/A
Year 5 (2019)	N/A	506	N/A
Year 7 (2019)	292	546	0
Year 9 (2019)	289	581	7%

Writing

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	423	N/A
Year 5 (2019)	N/A	474	N/A
Year 7 (2019)	397	513	0
Year 9 (2019)	291	549	0

Spelling

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	419	N/A
Year 5 (2019)	N/A	501	N/A
Year 7 (2019)	384	546	0
Year 9 (2019)	473	582	0

Grammar and Punctuation

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	440	N/A
Year 5 (2019)	N/A	499	N/A
Year 7 (2019)	241	542	0
Year 9 (2019)	364	574	8%

Numeracy

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	408	N/A
Year 5 (2019)	N/A	496	N/A
Year 7 (2019)	241	554	0
Year 9 (2019)	364	592	8%

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

Year 12 student enrolment as a percentage of the Year 10 cohort is 91%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	102
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	12
Number of students awarded one or more Vocational Education and Training (VET) qualifications	56
Number of students awarded a Queensland Certificate of Education at the end of Year 12	5
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	55%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	-

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2019 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.