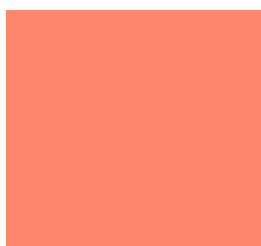
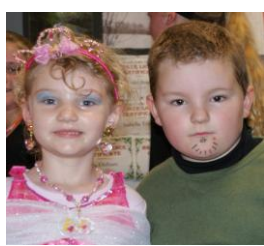


# 2010 Annual School Report Yoogali Public School

NSW Public Schools – Leading the way



Be All You Can Be!

# Our school at a glance

## Messages

### Principal's message

Well 2010 was another very busy year! At times I wonder where the days went!

Yoogali Public School continues to grow and thrive in a calm and supportive environment.

This year we have yet again provided many extracurricular activities that support the learning that occurs in the classroom. We continue to actively seek new and interesting experiences for all the students to participate in that may not be so assessible to them in a larger educational setting.

The Building Education Revolution has provided us with a new library, the refurbishment of the old library into a new staffroom, resource centre and bathroom and a new canteen. These new facilities are proving to be a great asset for our school. We have also been able to create a conference room as a result of the extra space we now have.

I would like to take this opportunity to publicly thank the parents and in particular the P&C Committee for their continued and valuable support throughout 2010.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Monica St Baker**

### P & C message

I would like to take this opportunity to introduce our 2010 executive committee members:

Nicole Horley	Vice president
Alison Morris	Treasurer and uniform coordinator
Darren Gibbs	Secretary
Kylie Parsons	Fundraising Coordinator

Other regular committee members include Jane Gibbs, Kerrie Mott, Caroline Provera and Amanda

Rasmussen.

This year has been a great year for our P&C. Our uniform shop is up and running. It is located in our new wonderful canteen. Speaking of uniforms, we as your committee have decided to make a change to the sports uniform. It was noticed that the boys were in the same shirts all week and there was no distinguishing between sports uniform and our everyday uniform. As result we have adopted our new sports uniform. This will be phased in over the next three years. As your child outgrows their current sports uniform, the new ones are now available from the uniform shop. If you have any questions regarding this please feel free to see Alison at any time.

This year has allowed the P&C to lend a helping hand to our school in many different ways. These include:

- We held a BBQ at the ANZAC Day weekend for the Aero Club Annual fly in.
- A very successful cake stall at the Federal election
- A family fun day for Easter
- We held a working bee to lay pavers and create the new tractor garden with 59 students, parents and staff who were also here to lend a helping hand.
- We purchased a new microwave for the canteen
- We have held both Mothers' Day and Fathers' Day stalls, which the children really enjoyed.
- Each year we have our NSW P&C Federation calendars which are also daily organisers for individual family members.
- At Presentation Night we draw our Christmas raffle. First prize being a Scratchie Tree, a hamper and two bottles of wine, second prize a digital camera donated by Marie's photographic and two bottles of wine, third prize an electric kettle and two bottles of wine. Your support of our fundraising is very much appreciated, and all profits go back to our children.

Normally at this time of year we give Monica a cheque for \$3000 to buy text books and other much needed supplies for the classrooms. This year we are going to put our money toward our new car park which should be completed by the

end of 2011.

The P&C committee would like to thank all of our wonderful parents and staff for their support they have given us throughout 2010. We look forward to another productive year in 2011.

Our first meeting for 2011 will be held on Wednesday 16th March. Our AGM will also be held on the same night. We would like to extend a warm invitation to parents and community members to come along and join us.

Once again we thank you all for your support and look forward to working with you in 2011.

**Mrs Aimee Gibbs - President**

### Student Representatives' message

Wow! What a year for our Yoogali Public School SRC! We would like to start by thanking everyone (students, parents, P&C and staff) for your support and donations this year. Your support has played a huge role in our fundraising success this year.

This year we have raised \$1200. Below is a list of some of the fundraising we have done.

- An Easter Egg Guessing Competition;
- A night time disco with Bilbul Public School also attending;
- A Pancake and PJ Day;
- A Guess Who? Competition of teachers and staff baby photos; and
- Casual days

We also hosted a morning tea held for parents during Education Week as a thank you for all their support.

This year we have decided to purchase a Vice Captains' Honour Board for the school and donate \$500 to the Riding for the Disabled Association. A cheque was presented to Mrs Jess Horder at our Annual Presentation Night.

**Norman Motufau (Captain) and Emma Provera (Vice Captain)**



**SRC 2010 (Back)** Mrs Jaimee Damini, Caitlin Parks, Cameron Rasmussen, Emily Parsons, Samantha Laviano, Benjamin Smith, Bailey Gibbs, Shontel Hillier **(Front)** Nicholas Rasmussen (Yr 2), Cody Angel (Yr 4), Emma Provera (VC), Norman Motufau (C), Ricky Singh, Katelin Taylor (Yr 5), Jayden Lawlor (Yr 1) **Absent:** Rebecca Lyons (Yr 3)

### School context

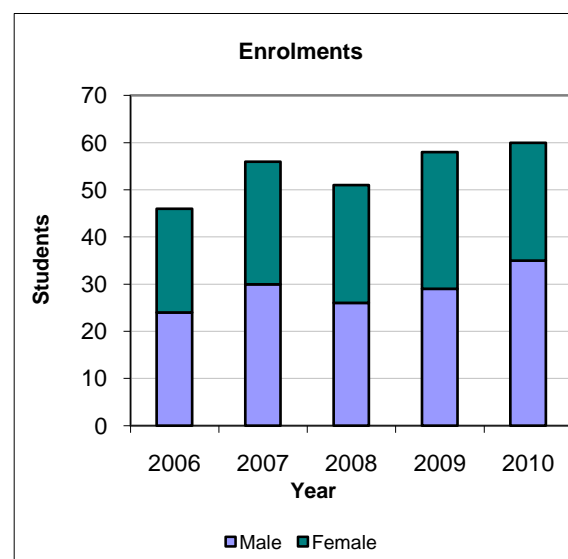
#### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

#### Student enrolment profile 2010

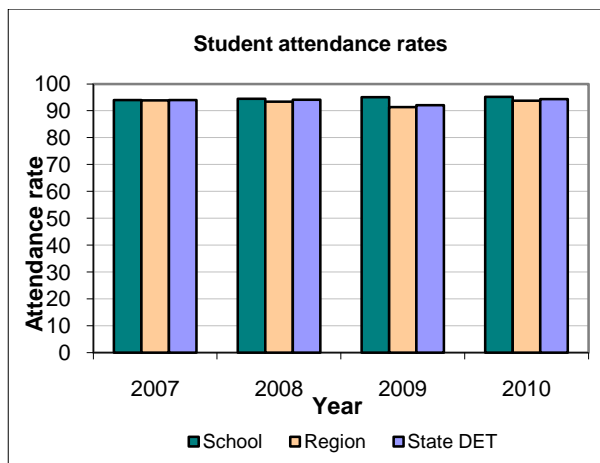
Our total enrolment for 2010 was 67 students with a current enrolment of 62. This consists of 26 girls and 36 boys. The discrepancy from the figures in the table is due to later enrolments.

	2006	2007	2008	2009	2010
Male	24	30	26	29	35
Female	22	26	25	29	25



## Student attendance profile

Yoogali Public School continues to reinforce the importance of regular attendance. Our school's attendance rate for 2010 was 95.7%, which is an excellent achievement. The Riverina Region average was 93.4% and the NSW State average was 94.4%.



## Management of non-attendance

Yoogali Public continues to focus on reinforcing the importance of regular and sustained attendance. Over the past three years the school attendance rate has consistently been higher than the state average.

Yoogali Public implements positive strategies and ensures all parents are informed of their responsibilities regarding attendance.

During 2010 we continued to:

- Send a letter to parents at the end of first semester indicating the attendance rate of their child/ren.
- Send reminder letters home if absence remained unexplained.
- Monitor patterns of behaviour by maintaining a sign in/out register.
- Present 100% attendance awards at the annual Presentation Night.
- Liaise with the Home School Liaison Officer (HSLO) each term and discuss concerns when necessary.
- Implement strategies suggested by HSLO.

At Yoogali Public we have fostered a culture of regular attendance and will continue to be

vigilant in order to encourage the increase of student learning outcomes.

## Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
K-1	K	5	17
K-1	1	12	17
2-3-4	2	6	24
2-3-4	3	11	24
2-3-4	4	7	24
5-6	5	9	21
5-6	6	12	21

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

## Staff establishment

Position	Number
Principal	1
Classroom Teachers	2
Teacher – Part time	0.168
Teacher - RFF	0.126
Teacher of Reading Recovery	0.105
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.168
School Administration Manager	1
School Administration Officer	0.206
SLSO Aboriginal Students	0.4
General Assistant	0.24
Total	5.613

At Yoogali Public School we have three full time teaching positions with other specialist teachers making up the remaining five and a half days. Specialised support learning programs include Reading Recovery, Support Teacher Learning Assistance, Library, Release from face to face teaching and Principal's Release.



The teaching staff bring a broad range of experience from New Scheme Teachers (newly appointed teachers to the profession) to teachers with up to 30 years experience.

We are very fortunate to have a permanent School Learning Support Officer (SLSO) for two days per week, with another two SLSOs employed through the Student Assistance funding who support students with diagnosed disabilities.

Yoogali Public School has a full time School Administration Manager (SAM) with extra support provided one day per week from our School Administration Officer (SAO).

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Of the 14 staff members at Yoogali Public School, two staff members are Indigenous.



**Back row:** Mrs Emma Quinn, Mrs Vicki Spence, Miss Karla Burges, Mrs Nikki Callinan, Mrs Monica St Baker (Principal), Mrs Margaret Everett, Miss Sarah Doubleday, Mrs Michelle Hutchison

**Front Row:** Mrs Jane Gibbs, Mrs Christine Sweeney, Mrs Jaimee Damini

**Absent:** Mrs Laurie Finley, Miss Amie-Lee Gibbs.

### Staff retention

The retention of staff was stable for 2010. While some staff were granted leave for various reasons throughout the year, the staff predominantly remained the same as in 2009.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	86
Postgraduate	14

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	75137.65
Global funds	114820.22
Tied funds	70497.65
School & community sources	20140.86
Interest	5758.91
Trust receipts	29148.50
Canteen	0.00
Total income	<u>315 503.79</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14191.16
Excursions	11638.16
Extracurricular dissections	5 663.52
Library	2 204.75
Training & development	3 963.22
Tied funds	64980.10
Casual relief teachers	5 900.46
Administration & office	22772.94
School-operated canteen	0.00
Utilities	16263.07
Maintenance	6 543.17
Trust accounts	17064.44
Capital programs	52732.80
Total expenditure	<u>223917.79</u>
<b>Balance carried forward</b>	<u><u>91586.00</u></u>

A high percentage of parents continue to our school through the payment of voluntary school contributions.

The Yoogali Public School P&C Committee also contributes an annual figure of \$3000 towards the school's global budget as well as extra support in various forms throughout the year.

Students were heavily supported this year by utilising large amounts of Drought Assistance funding to assist with payments on the major excursion to Canberra for Primary students and other day excursions such as visits to the Griffith

City Library, KROP performance, bus travel and the Infants' excursion.

A new telephone system was also installed to support the growing needs of the school.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

## School performance 2010

### Achievements

#### Arts

##### KROP

As it was decided in 2009 that the school would audition for KROP every second year (the next being 2011), 2010 featured a large whole school production for presentation night.

##### Presentation Night – Rumpelstiltskin

Staff introduced students at Yoogali to older stories and nursery rhymes during 2010. As a result the whole school production was based on the story of Rumpelstiltskin.

All students from Kindergarten to Year 6 performed in the production in various parts.

Rumpelstiltskin was a drama production which also included singing and dance elements.

##### Yoogali Public Choir

Under the direction of Mrs Emma Quinn (teacher) and supported by Mrs Aimee Gibbs (parent), the school choir was involved in various community events this year. These included performing at:

- Education Week activities at Griffith Central;
- Two performances at local nursing homes in Term 3 and 4;
- Griffith Central performing Christmas carols.
- Weekly school assemblies.



**Back row:** Shontel Hillier, Emily Parsons, Norman Motufau, Samantha Laviano, Falaoa Motufau, Taylah Keith

**Middle row:** Nicholas Pennisi, Emma Provera, Bailey Gibbs, Sharlie Dal Broi, Rebecca Carnell, Osman Ozgur

**Front row:** Matthew Keith, Rebecca Lyons, Megan Gibbs, Darcie Carnell, Isobelle Smith, Bethany Parsons, Cody Angel, Caitlin Parks, Mrs Aimee Gibbs

#### Sport

##### Griffith Summer Touch Football Competition

Under the direction of Mrs Jaimee Damini and Miss Sarah Doubleday, the Kindergarten to Year 2 students entered the Griffith Touch Football competition for the first time. The Yoogali Yabbies have enjoyed their weekly games and have enhanced their touch football and gross motor skills.



##### Small School Representatives

This year, together with other Small Schools in our network, it was decided to purchase a sports uniform for the students who represent our schools on a local and regional level. These

uniforms were used throughout the year for various sports.

Next year the Small School network will purchase rugby league jerseys for the Trent Barrett (Year 3 and 4) and Mortimer Shield (Year 5 and 6) teams.



Students who have represented our school in the Small Schools' team, Yoogali Public teams, Zone swimming and athletics include:

#### **YPS Yabbies (K-2 Touch football)**

Cooper Horley, Jonathon Rasmussen, Jessica Carnell, Tanayah Crowe, Kyla Oldham, Hamish Peato, Damien Rae, Isabella Trimboli, Anthea Soligo, Riley Clark, Jayden Lawlor, Jakob Lodding, Daniel Morris, Alex Sayers, Brontie Ridley, Nicholas Rasmussen.

#### **Small Schools Cricket Representative**

Cameron Rasmussen

#### **Small Schools Soccer**

Samantha Laviano, Rebecca Carnell, Megan Gibbs

Cameron Rasmussen, Laurence Laviano, Ricky Singh

#### **Zone swimming**

Isabelle Smith, Rebecca Carnell, Emma Provera, Cameron Rasmussen

#### **Zone Athletics**

Cameron Rasmussen, Falaoa Motufau, Laurence Laviano, Norman Motufau, Isabelle Smith, Samantha Laviano, Rebecca Carnell, Dale Lyons, Luke Mott

#### **Mortimer Shield (Yr 5/6 rugby league)**

Cameron Rasmussen, Norman Motufau, Falaoa Motufau

#### **Trent Barrett Shield (Yr 3/4 rugby league)**

Dale Lyons, Osman Ozgur, Luke Mott

### **Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

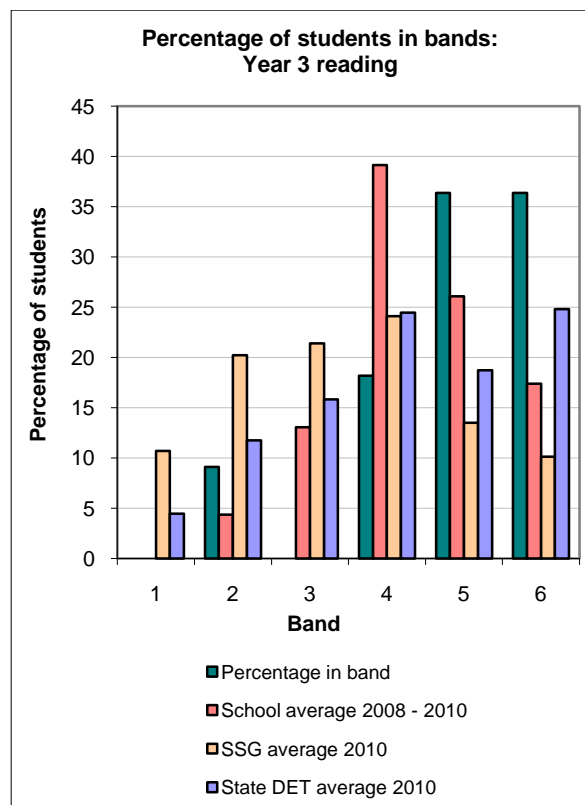
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

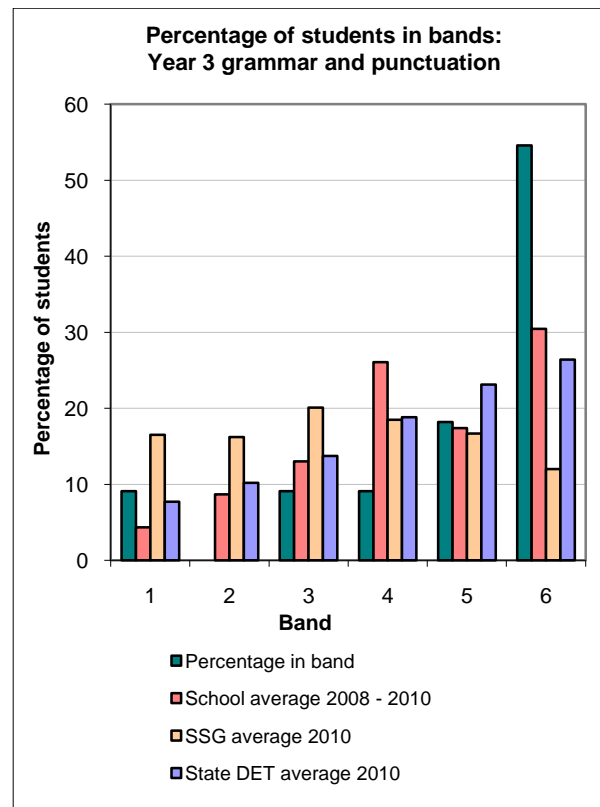
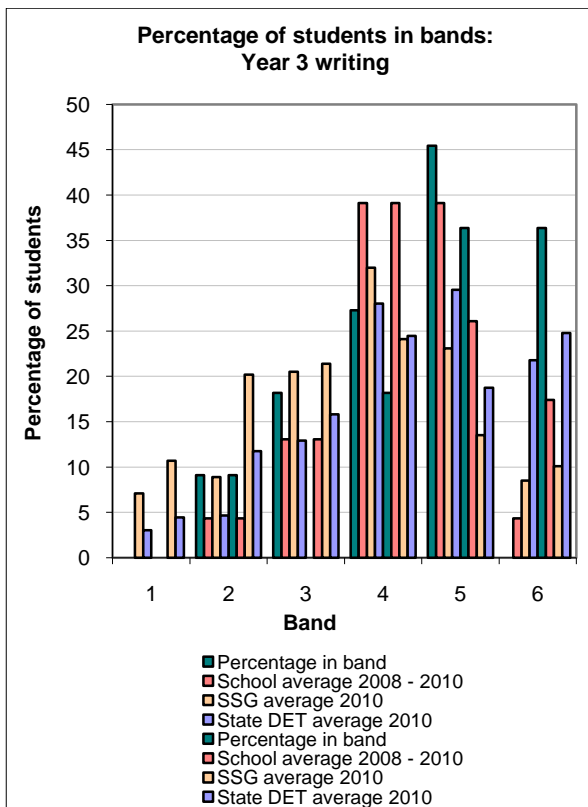
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

#### **Literacy – NAPLAN Year 3**

Year 3 students achieved excellent results in all areas of literacy in the NAPLAN assessment this year. 90% of students achieved Band 4 to Band 6 in reading (higher than state average), Band 3 to 6 in writing (slightly lower than state average) and Band 3 to 6 in grammar and punctuation (higher than state average). 80% of the Year 3 students achieved Band 3 to 6 in spelling which is at an appropriate level to the state average.

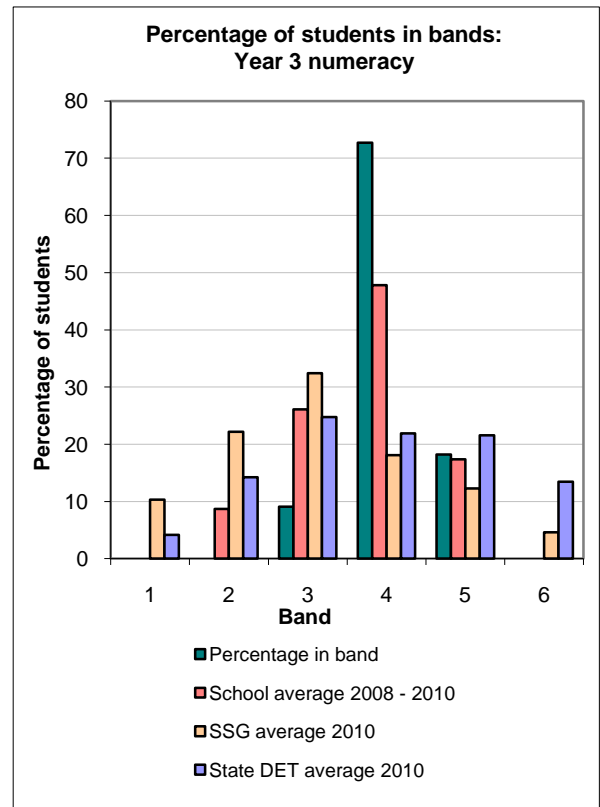
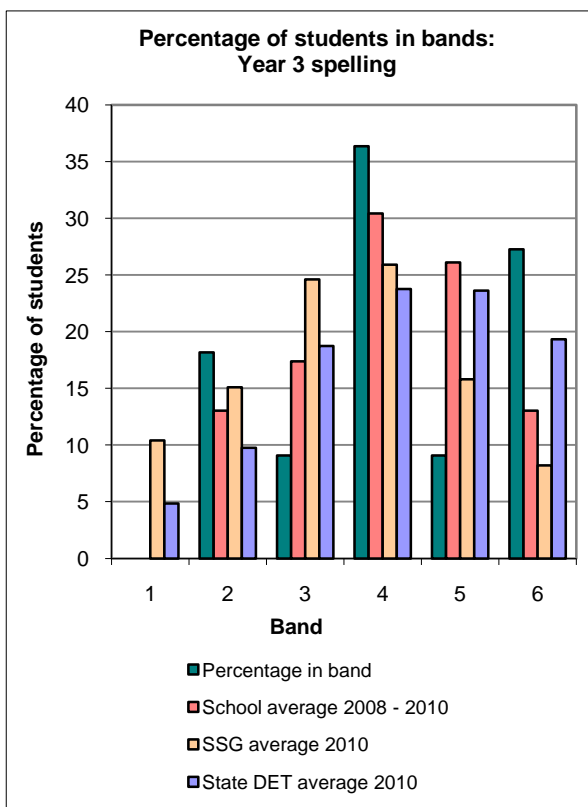
Our school's focus on grammar and reading has assisted in this positive growth.





### Numeracy – NAPLAN Year 3

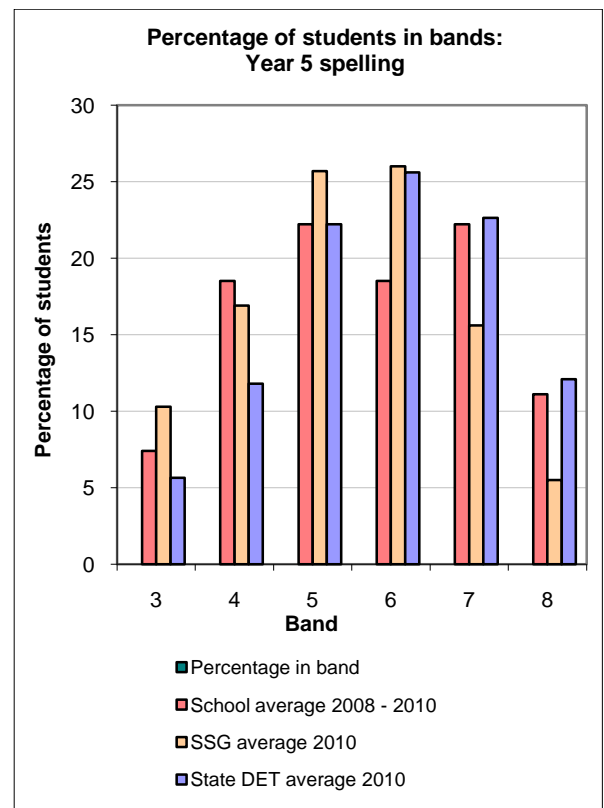
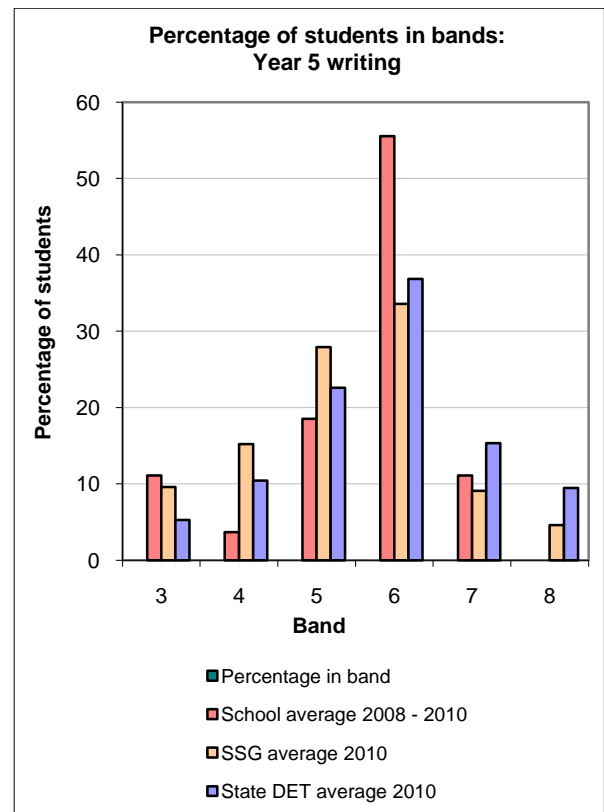
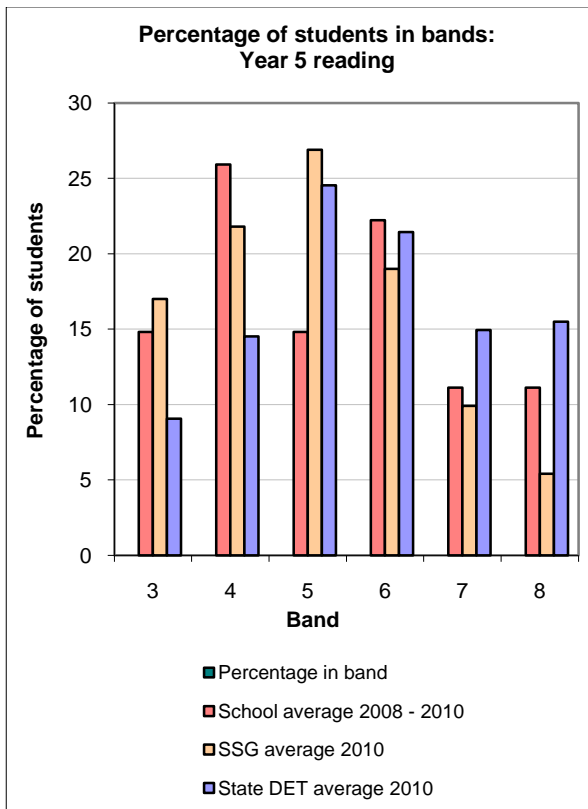
The Year 3 students achieved excellent results in numeracy, with the results indicating achievement higher than the state average and 100% of students achieving Band 3 or higher.

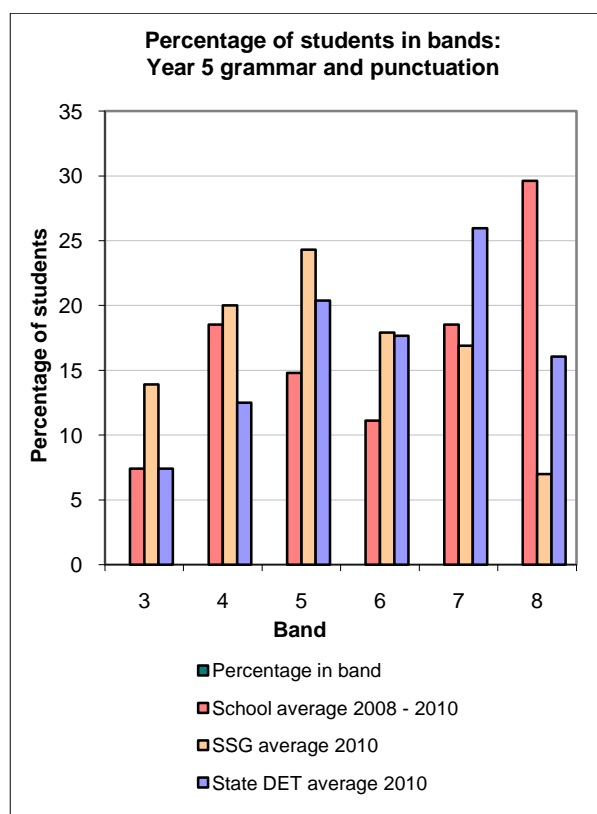




## Literacy – NAPLAN Year 5

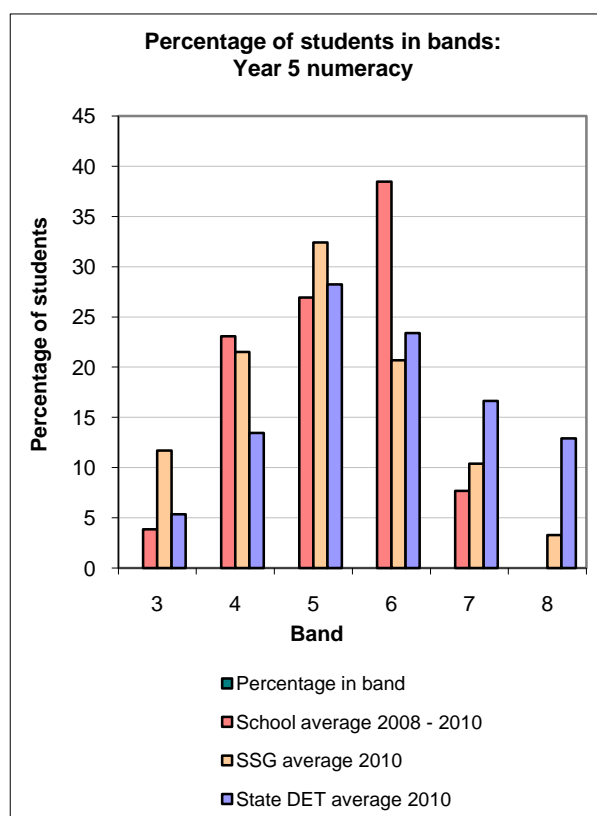
Overall students performed very well in the Year 5 NAPLAN assessments. Students achieved higher than the state average results in spelling, grammar, punctuation and reading. Their results for writing were slightly lower than the state average but higher than similar schools in NSW.





## Numeracy – NAPLAN Year 5

This year's cohort in Year 5 achieved slightly lower assessment results in numeracy overall, however achieved higher marks against similar schools in NSW.



## Progress in literacy

### Reading

	2006 - 2008	2007 - 2009	2008 - 2010
School	52.1	72.2	173.9
SSG	N/A	N/A	83.5
State DET	87.5	88.4	83.4

### Writing

	2006 - 2008	2007 - 2009	2008 - 2010
School	55.0	27.6	73.2
SSG	N/A	N/A	74.3
State DET	69.3	57.7	66.8

### Spelling

	2008 - 2010
School	136.6
SSG	84.8
State DET	84.5

### Grammar and Punctuation

	2008 - 2010
School	246.2
SSG	94.7
State DET	95.7

All students achieved pleasing results in the Literacy NAPLAN assessments. Overall, students achieved results comparative to school based assessments.

## Progress in numeracy

	2006 - 2008	2007 - 2009	2008 - 2010
School	51.5	73.1	142.2
SSG	N/A	N/A	84.8
State DET	77.3	93.4	89.3

Students at Yoogali have demonstrated excellent growth in all areas of Numeracy.

## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students

achieving at or above these standards are reported below.

***Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010***

Percentage of Year 3 students achieving at or above minimum standard	
Reading	100
Writing	100
Spelling	100
Punctuation and grammar	91
Numeracy	100

***Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010***

Percentage of Year 5 students achieving at or above minimum standard	
Reading	100
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

## Significant programs and initiatives

### Aboriginal education

Accelerated Literacy continues to be implemented and integrated into literacy lessons in all classes across the school. This year two teachers were trained, in order to understand and teach this pedagogy effectively. A significant amount of resources were also purchased to maintain and improve the implementation of Accelerated Literacy.

The aim of this program is to close the educational learning gap between Indigenous and non-Indigenous students.

### Multicultural Education

Yoogali Public School continues to maintain a strong focus on multicultural education in all areas of the curriculum by providing programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

At Yoogali we annually observe Harmony Day and incorporate this into our whole school assembly and HSIE curriculum.

## Respect and responsibility

Values education is embedded into all Key Learning Areas (KLAs) with an emphasis on HSIE and PDHPE.

Yoogali Public School promotes respect and responsibility through role modeling expectation and demonstration of manners and the general values of Australian society.

Senior students and the SRC are encouraged to be very proactive and accept extra responsibilities and roles as expected of students in leadership positions.

Students support charitable organisations throughout the year in order to develop and encourage a sense of civic duty.

The school promotes and respects important dates such as ANZAC Day, Remembrance Day, NAIDOC Week and Education Week. We encourage the students to attend community events as representatives of our school.

### Connected learning

Yoogali Public School ensures computer technology is an integral component of all KLAs. We have purchased and installed an interactive whiteboard (IWB) into all classrooms including a portable IWB for the demountable room. The new library will also have an IWB installed through the BER program. Installation should be completed by mid 2011.

### Other programs

### Building and ground improvements

#### BER - New Library



As a result of the Building Education Revolution (BER), Yoogali Public School was able to build a

new library, refurbish the canteen and convert a classroom into a staffroom and resource centre.

### **Sports Grants – Multipurpose ball court**

Our school was fortunate enough to be nominated for a funding grant through the Premier Sports Challenge. This provided the school with a new multipurpose netball/basketball court. This new resource is a wonderful addition for our school and sporting programs.



### **Relocation of heritage tractor**

During the largest working bee in the history of the school (with 59 helpers), the heritage tractor was relocated into a new garden as a feature in the playground.

This new garden beautifies an area that was quite unsightly.



### **New Chess and Draughts boards**

With the assistance of Mr Laurie Finley (General Assistant), Mark St Baker, Ryan Damini and Christian Callinan we now have two paved outdoor Chess and Draughts boards. The students are enthusiastically utilising these boards. Not only are the students having fun with this resource, they are also peer tutoring other students and teaching the rules and strategies for both games.

Thank you to Laurie, Mark, Ryan and Christian for constructing the boards for the students.



### **Community Sponsorship by Baiada Poultry (Steggles)**

As a part of their community support programs, Baiada Poultry (Steggles) supported Yoogali Public School throughout 2010. This initiative included:

- The purchase of a much needed marquee for the school



- Continued support with fundraising initiatives by the SRC and P&C by donating chicken and chicken products
- Bringing the NRL Steggles Roosters players Anthony Minichiello and Shaun Kenny-Dowall



to our school to meet the students and discuss the importance of healthy eating and exercise.



## Progress on 2010 targets

### Target 1

***90% of students in Year 3 and 5 achieve at or above the minimum standard in reading for the NAPLAN assessment.***

Our achievements include:

- 100% of Year 3 and Year 5 cohorts achieved above the minimum standard for reading as a result of the implementation of the Reading Strategies program introduced in 2009.
- Overall literacy NAPLAN results were excellent as indicated by the table on page 10.
- All students benefiting from teachers being trained in the Accelerated Literacy program and implementation in literacy lessons.
- The whole school focus utilising the Sound Waves program has improved students' knowledge of spelling skills as indicated in the NAPLAN results for 2010.

### Target 2

***90% of Kindergarten students achieve stage appropriate outcomes in the end of year re-testing of Best Start assessments in numeracy.***

Our achievements include:

- 80% of students understand patterns and the repeated unit. This demonstrates positive growth.
- 80% understand and utilise early arithmetic strategies.

- 100% of students are achieving forward number word sequences and numerical identification.

### Target 3

***90% of Kindergarten students achieve stage appropriate outcomes in the end of year re-testing of Best Start assessments in literacy.***

Our achievements include:

- 100% of Kindergarten students have achieved end of year outcomes in phonics and concepts of print.
- 80% of Kindergarten students have achieved end of year outcomes in aspects of writing, talking and listening.
- 60% of students have achieved all outcomes in phonemic awareness.
- 40% of students achieved end of year outcomes in comprehension and reading texts.

### Target 4

***All students will be able to demonstrate they can use ICT as a communication tool at a stage appropriate level.***

Our achievements include:

- The inclusion of an Interactive Whiteboard in every classroom ensures access to state of the art technology.
- Teaching and learning of ICT has been imbedded into all teaching programs, with a focus on Early Stage One and Stage One students.
- Students in Stage Two and Stage Three are required to present assignments both verbally and visually using multi-media.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations on planning and HSIE.

## **Educational and management practice - Planning**

### ***Background***

It is important for our school to maintain clear directions for the future growth of Yoogali Public School. One of the main aspects of planning is that it reflects the needs of our students.

Parents, students and staff were asked to comment and reflect on the schools current planning processes and the effectiveness of the current systems in place.

### ***Findings and conclusions***

The following information was gathered from the data provided on the surveys.

100% of parents who responded either strongly agreed or agreed that that:

- The school develops priorities to reflect the needs of the students;
- School events were well planned and appropriate;
- Parents have the opportunity to contribute to the school planning process;
- School priorities and targets to improve school performance are identified through planned evaluation.

Teachers and staff agreed that:

- Budget preparation for the following year supported the School Plan and the current needs of the school;
- Planning supported their professional learning opportunities;
- The School Plan supported the educational needs of the students, particularly in Literacy and Numeracy.

The students believed:

- The planned learning tasks were important and interesting (90%).
- Most of the time they had a say in what happens in the school (77%).
- Special events at our school are well planned (91%)

### ***Future directions***

We will:

- Continue to include parents, teachers and students in the planning and decision making of the school;
- Increase the involvement of parents in the development of the School Plan to improve their understanding of the targets for Yoogali Public School;
- Increase staff awareness and participation in the budgeting process to enhance their understanding of this in relation to the School Plan.

## **Curriculum - HSIE**

### ***Background***

HSIE was chosen as the KLA for evaluation. It was therefore also a focus for resource stock take and purchase. The primary students also attended and excursion to Canberra as a major component to the Australian Democracy unit.

### ***Findings and conclusions***

The following information was gathered from the data provided on the surveys.

- Students in K/1 particularly enjoyed HSIE lessons that were interactive. They indicated that learning about their environment and the past were the most interesting topics.
- Students in the 3/4/5 class learned about how parliament works and about other cultures.
- Students in Year 5/6 enjoyed the research projects associated with HSIE learning. Studying their own heritage and advertising were interesting for the students.
- The primary students who attended the excursion to Canberra felt that this assisted greatly in their understanding of democracy and how parliament works.

### ***Future directions***

We will:

- Continue to provide quality teaching and learning experiences that involve hands-on and research based lessons.

- Actively seek out relevant excursions to enhance the learning of HSIE concepts.
- Continue to develop and implement relevant programs specific to the learning needs of the students at Yoogali Public School.

## Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents:

- Believed that the strengths of our school included the professionalism and caring nature of the staff;
- Applauded the use of Student Learning Support Officers (SLSOs) in the classrooms to benefit all students;
- Felt the literacy and numeracy programs offered should be continued in the three year plan;
- Want an increase in sporting opportunities;
- Were strongly supportive of maintaining small class sizes.

Students:

- Also want to see an increase of sporting events and opportunities;
- Particularly enjoy being involved in KROP (Kids Rapt On Performing);
- Very much enjoy participating in the organised fundraising activities by the SRC.

Teachers:

- Are happy with the level of input they currently have in regard to school planning;
- Believe they are supported and encouraged to organise and participate in school based events;
- Would like to see more cultural events provided for students and increase opportunities for the infants students.

## Professional learning

Teachers and Student Learning Support Officers (SLSOs) have participated in a variety of

professional learning activities throughout 2010. Professional learning was determined based on individual needs and experience. All teaching staff nominate their learning needs at the beginning of the school year in consultation with the Principal. Discussions are based on:

- Identified professional goals of individual teachers;
- Current teaching experience and principal identified professional needs.
- Identified areas on a whole school level identified in the school plan.
- Availability of nominated courses in the Riverina area.

Teacher Professional Learning funds were expended throughout the year based on the above criteria.

## School development 2009 – 2011

### Targets for 2011

#### Target 1

***90% of students in Kindergarten, Year 3 and Year 5 achieve at or above minimum standard in Best Start (End of year retesting) and all literacy strands for NAPLAN.***

Strategies to achieve this target include:

- Continue to implement the whole school Sound Waves program to enhance phonemic awareness and language development
- A greater focus on classroom reading and comprehension with assessment results provided to the principal at the end of each term.
- Teachers will closely follow the writing scope and sequence and utilise the school based writing tasks based on NAPLAN analysis schedule.

Our success will be measured by:

- Class based assessment results indicate student improvement in reading and writing for students in Kindergarten to Year 2.
- Improvement in reading fluency and comprehension is evident in students in

Stages 2 and 3 through school based assessment results.

- Continuation of the Accelerated Literacy program in all classes.

## **Target 2**

***90% of Kindergarten to Year 2 students achieve at or above stage appropriate Reading Recovery levels in end of year assessments.***

Strategies to achieve this target include:

- Assessment data to be provided to the Principal at the end of each term to determine progress.
- Learning programs in reading will be modified as necessary based on assessment results.
- The use of STLA teacher to specifically support students in reading development.

Our success will be measured by:

- School based assessments and running records demonstrate students achieving at stage appropriate levels in reading.
- Students demonstrating phonemic awareness skills in order to read fluently, with comprehension.

## **Target 3**

***90% of students in Kindergarten, Year 3 and Year 5 achieve at or above the minimum standard in Best Start (end of year retesting) in all numeracy strands for NAPLAN.***

Strategies to achieve this target include:

- Utilising SENA 1, SENA 2 and initial Best Start data to determine specific learning needs of students.
- Continuation of Count Me In Too! Strategies and utilisation of Key Ideas document to ensure quality teaching and learning.

Our success will be measured by:

- Positive growth in ongoing assessment data at stage appropriate levels.
- NAPLAN results are indicative of targeted goal for Year 3 and Year 5 students.

## **Target 4**

***All students will be using ICT as an integrated learning tool.***

Strategies to achieve this target include:

- All teaching programs will include explicit and exposure to ICT in all Key Learning Areas as evidenced through the TARS process.
- Student assessments will include using ICT as a component of the criteria for marking;
- Increase the use of digit media in day to day teaching, with an emphasis on IWB usage.

Our success will be measured by:

- The enhanced knowledge teachers in ICT;
- The quality of work samples and assessment tasks are indicative of students achieving stage appropriate outcomes and use of ICT;
- Attendance of teaching staff to ICT related professional learning opportunities and transferring this knowledge back into classroom practice.



## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Nikki Callinan	Staff
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>