



Education &  
Communities

*Public Schools NSW*

3561

2012

# **Yoogali Public School**

## **Annual School Report**



## Our school at a glance

### Students

2012 has seen our students participate in many exciting learning, sporting and cultural experiences with fantastic success. Of particular interest were our excursions to Altina Park for our Kindergarten to Year 2 students, Dubbo and Parkes for our Year 3 and 4 students, and Bendigo and Ballarat for our Year 5 and 6 students. We also had students representing the school at the Young Leaders conference in Sydney, in debating and within the school through our Student Representative Council.



Year 6 students have benefited from the continuation of the Middle Schooling program with Wade High School, helping to ease the transition to Year 7 in 2013. Through a generous donation from Baiada Poultry we were able to establish our own school vegetable garden with citrus trees, which has proven to be very popular with our students of all ages.

Our school excelled in the sporting arena with the pinnacle being four students representing our school in the PP5 Relay at the NSW PSSA State Athletics Carnival in Sydney where they placed an amazing third in the state.



### Staff

Yoogali Public School has a highly committed, dedicated staff with a healthy mix of experienced and beginning teachers and support staff. Their enthusiasm and passion for their jobs makes our school a better place to be. Time and time again they go above and beyond what is expected of them for the benefit of the students in their care.



### Messages

#### Principal's message

Yoogali Public School has undergone many challenges and changes throughout 2012, of which the floods would have to be one of the most devastating. Many families were affected during this time and to this day some of our families are still feeling the after effects as they try to get their lives back on track in their homes. The students and staff performed admirably under trying conditions in what became a large part of Term 1. Fortunately for the school itself we have now replaced all of the equipment that was damaged and have been able to get on with the main focus of educating our students. In Term 2 we were lucky to have a new building relocated to the school because one of our neighbouring schools in Binya closed down. This is a valuable asset that the school will now have for years to come.

In 2012 our P&C worked tirelessly for our school and its students. Through their generous donations, we were able to ensure that all students at our school were assisted financially for excursions during what has been a difficult year for many families. I would like to again thank the P&C for all their hard work to allow this to happen.



I would like to congratulate all of our students for their hard work throughout 2012. Many have shown consistent application and excellence in academic, citizenship, cultural or sporting pursuits and achieved their personal best. I am confident that next year will see all our students achieving similarly high standards of achievement. Thank you also to our parents and caregivers for your support of the school throughout the year as we work together for the benefit of your children. We hope to see even more of you at the school throughout 2013.

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.

**Miss Cindy Sadler**



## **P & C message**

2012 was slow to start for the Yoogali Public School P&C as we were due to have our Annual General Meeting the week of the Yoogali/Yenda floods. Our AGM was actually held in May as many of our committee and community members were badly affected by these floods.

The P&C had one goal in mind for their fundraising this year and it was to help the parents with the cost of the children's school excursions. This was brought about by having so many families affected by the flood. We thought if we could help them with a subsidy more students would be able to attend the excursions with their peers.

We also present the school with a donation of \$3000 which they receive at Presentation Night in December for the following year's budget which they put towards text books and school needs for the children.

We encourage all parents and carers to be involved in supporting the P & C as all we do goes back to our children and as they say many hands make light work. Some of the fundraisers we held this year included a Bunning's BBQ, SSAA Catering, Mother's Day Stall, Father's Day Stall, chocolate fundraiser, Christmas Raffle, movie night and a hot dog day just to name a few.



As with other years our Canteen is our biggest fundraiser. I would like to thank the staff of Yoogali Public School for helping us by running the canteen on a daily basis. A big thank you goes out to Vicki Spence as she does a lot of work on behalf of the P&C each day with the Canteen.

This year has also seen the permanent appointment of our principal and I would like to take this opportunity to welcome Ms Cindy Sadler to Yoogali Public School. We are looking to working with you for many years to come.

The P&C would like to thank all of our wonderful parents and staff for their support in 2012 and we look forward to another productive year in 2013 in which our main aim is going to be the new school car park!

Our AGM will be held on 12<sup>th</sup> March 2013 and our general meeting will be held directly after. Yoogali Public P&C meetings are held every second Tuesday of the month at 7:30pm in the school staff room. We would like to extend a warm welcome for parents and community members to attend these meetings.

Once again we would like to thank the parents and community for their support and look forward to working with them again in 2013.

**Mrs Aimee Gibbs – P&C President**

## **Captain's message**

Hi, we are the captains of Yoogali Public School. We have had an amazing time during our time here. We have done such exciting things as representing our school at the Anzac Day March where we got to hold the Yoogali Public School Banner and we also put the wreath on the Cenotaph. That was a huge honour! We also went to Griffith Central to represent our school with Miss Sadler for Education Week. At Griffith Central we handed out flyers to people to promote Public Education.

We also went to Sydney for the Young Leaders Conference. We had to stay in a hotel with other Captains from other schools and we had dinner at Darling Harbour. The guest speakers talked about responsibility and how to be a good leader. Mike Martin, the first speaker, talked to us about being in the Army and Tom Harley talked about his career as a football player with the Geelong Cats. Ahn Do, a famous comedian, talked to us about his life growing up and Ruben Meerman showed us some of his experiments as a scientist. After the breaks there were dance crews and they were outstanding!

One of the major things that happened at school this year was the March floods. The school got shut down for 2 weeks so we had to go to another school whilst the school was getting cleaned up. We were there for 3 days!



The funny thing about the floods was that while they were on, we had a sign on our school notice board that said Intensive Swimming as we were meant to be doing swimming lessons that week! Because of the floods we only got to do one week of Intensive Swimming in March, then we had to finish our Intensive Swimming program in Term 2.

The responsibility of being a school leader is to never break the school rules and respect all teachers and peers. Others responsibilities are to wear the correct uniform everyday of the week. We also have to behave both inside school and at out of school events including those at Griffith Central, during the Book Week parade and on school excursions.

As the captains we have a formal uniform which is a black blazer, white shirt and a green tie. We wear this formal uniform with pride to special events such as the Anzac Ceremony at our school. We hope next year's School Captains will enjoy their leadership roles as much as we did!

**Cody Angel - Captain**

**Emily McPherson - Vice Captain**



## **Student representative's message**

Every year the Yoogali Public School Representative Council is elected by their peers. The SRC organise various fundraisers over the year to raise money for a charity and our school. This year we decided that due to the floods that we experienced in March that our school would receive all the funds raised in order to beautify our school.



This year we have decided to pay for a mural to be painted/erected on the end of the office building (the end closest to the bus stop). We aim for this to be completed during the summer holidays however it may roll over into the new year. We are currently sourcing someone to complete this job for us. Many ideas have been discussed as to the design on the mural however nothing has yet been finalised.

It has been decided by the staff in conjunction with the P&C this year that the whole of Year 6 will no longer automatically become members of the SRC due to the larger size of our school. We feel the right to be a member of the SRC is a privilege and should be earned through model behaviour in all areas. Starting in 2013 we will be having the usual representative from each year group (Year 1 - Year 5), however we will also welcome a Kindergarten representative at the beginning of Term 2. There will now only be four Year 6 representatives. They will be a Captain, a Vice Captain and two Prefects.

The SRC would like to take this opportunity to thank anyone who helped us to make this year as fun filled and productive as it has been. Your efforts and contributions are what make our school what it is and definitely do not go by unnoticed. Thank you!

#### Student Representative Council 2012



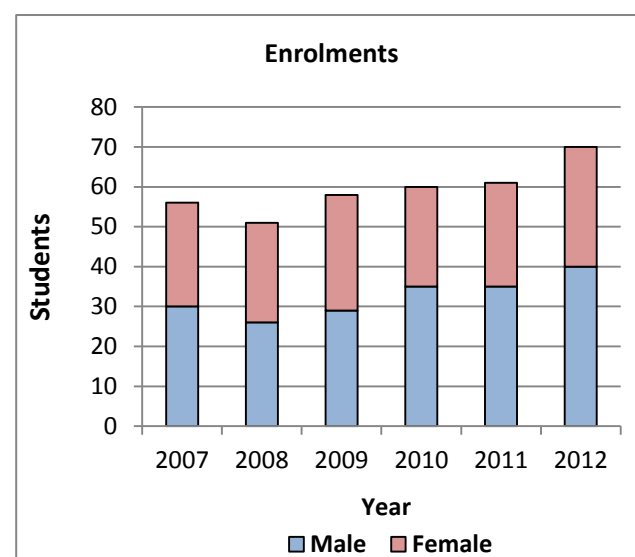
## School context

### 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

Gender	2007	2008	2009	2010	2011	2012
Male	30	26	29	35	35	40
Female	26	25	29	25	26	30



Student enrolments have continued to increase steadily at Yoogali PS with our total enrolment reaching 72 students in Term 3. Predicted enrolments in future years have us optimistic about being able to form a fourth class in the coming years.

#### Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.1	96.4	95.8	94.0
1		95.6	93.6	92.9	95.6
2		93.5	98.2	92.6	95.1
3		91.9	94.9	95.8	93.7
4		96.7	92.4	94.6	93.4
5		96.9	96.7	91.9	95.0
6		94.9	95.7	95.7	88.4
<b>Total</b>	<b>94.5</b>	<b>95.1</b>	<b>95.2</b>	<b>94.3</b>	<b>93.9</b>



### Management of non-attendance

Yoogali Public continues to focus on reinforcing the importance of regular and sustained attendance. Over the past five years the school attendance rate has consistently been higher than the state average. Even with excessive and constant illnesses within the school this year, we have still maintained an impressive attendance rate to be proud of.

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

During 2012 we continued to implement successful strategies from previous years such as:

- Sending reminder letters home if an absence remained unexplained.
- Monitoring patterns of behaviour by maintaining a sign in/out register located in the office for all late arrivals and early leavers.
- Presenting 100% attendance awards at the school's annual Presentation Night.
- Liaising with the Home School Liaison Officer (HSLO) each term and discussing concerns when necessary.
- Implementing strategies suggested by HSLO.

In addition we also introduced several new initiatives this year including:

- The development of a school attendance monitoring sheet tracking the interventions made with particular students and their families before HSLO intervention.
- An information section in the school newsletter called "Attendance Matters" to keep our school community informed on a regular basis of issues specifically related to attendance ie. applying for exemptions, tips for getting students to school on time, the need to explain absences within 7 days.

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 19<sup>th</sup> March 2012.

Roll class	Year	Total per year	Total In class
K/1	K	8	
K/1	1	15	23
2/3/4	2	7	
2/3/4	3	13	
2/3/4	4	5	25
5/6	5	10	
5/6	6	8	18

### Staff information

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

At Yoogali Public School we have three full time teaching positions with other specialist teachers making up the remaining days. Specialised support includes Reading Recovery for our Year 1 students, Learning and Support Teacher, New Arrivals Teacher, Library, Release from Face to Face teaching and Principal's Release.

## Staff establishment

Position	Number
Principal	1.0
Classroom Teachers	2.0
Teacher (part time, RFF)	0.294
Learning and Support Teacher	0.2
Teacher Librarian	0.2
Teacher of Reading Recovery	0.105
New Arrivals Teacher	0.2
School Administrative Manager	1.0
School Administrative Officer	0.206
SLSO – Aboriginal Students	0.4
General Assistant	0.24
Total	5.845

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One staff member identifies as being of Indigenous Heritage.

## Staff retention

Mrs Monica St Baker (Principal) gained a promotion at the beginning of Term 2, with Mrs Nikki Callinan and Miss Cindy Sadler relieving in this position until Miss Sadler was successful in being appointed to the position permanently at the beginning of the 2013 school year.

The School Learning Support Officer – Aboriginal Students position was filled by Miss Amie-Lee Gibbs after the sad departure of Mrs Michelle Hutchison and Mrs Michelle Lane was successful in being permanently appointed to the position of School Administration Officer one day a week.

Mrs Nikki Callinan and Mrs Jaimee Damini both went on Maternity leave during the 2012 school year and were replaced on class during this time by Miss Samantha Causer and Mrs Kelly Wright.



## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	67
Postgraduate	33

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	83194.91
Global funds	73655.55
Tied funds	54932.50
School & community sources	9781.50
Interest	3177.68
Trust receipts	3269.50
Canteen	0.00
Total income	228011.64
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7825.54
Excursions	431.82
Extracurricular dissections	6242.48
Library	869.26
Training & development	6230.95
Tied funds	38842.79
Casual relief teachers	1854.31
Administration & office	11602.71
School-operated canteen	0.00
Utilities	12315.11
Maintenance	8655.38
Trust accounts	20306.48
Capital programs	0.00
Total expenditure	115176.83
<b>Balance carried forward</b>	<b>112834.81</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2012

### Achievements

#### Arts

The students of Yoogali Public School were provided with opportunities to perform in the Arts throughout the 2012 school year. These opportunities included:

- All students performing in the celebrations during Education Week at Griffith Central.



- All students participating in the Book Week parade down Banna Avenue celebrating the theme "Champion Reads" on Wednesday 22<sup>nd</sup> August.
- All students being actively involved in the "Planet Rhythm" workshop in Term 4 during which they were given the opportunity to each experience playing a variety of drums.
- Each class presenting creative performance items during our weekly school assemblies in front of family and friends.



#### Sport

We have had another busy and successful year of sport at Yoogali this year. For school sport in Term 1 we had whole school games. We also had Intensive Swimming again this year during Term 1 as well as Term 2 due to the floods. Students thoroughly enjoyed their swimming lessons and all students made progress in their swimming.



The Small Schools swimming carnival was held on Thursday 16<sup>th</sup> February. All students who attended showed great sportsmanship throughout the day and should be proud of the effort they put in.

Luke Mott and Dale Lyons represented Yoogali as part of the small schools cricket team.

Term 2 whole school sport was Athletics in preparation for the Small Schools Athletics Carnival.

On 27<sup>th</sup> April Luke Mott and Dale Lyons represented Yoogali at the PSSA Rugby League trials in Wagga. Luke was successful in being chosen as a member of the 11 years Riverina Rugby League team to play in the state championships in Leeton. Both boys displayed great sportsmanship.

The Cross Country Carnival was held on Friday 25<sup>th</sup> May. On the day there was very unsettled weather and all students were exemplary in their effort and their behaviour.

Some students who did not attend Cross Country participated in the Macquarie Sports Super Clinic which was held at the Southside Leagues club. There were nine students from Yoogali who attended and were able to rub shoulders with several NRL players from the Cronulla Sharks.



Mortimer Shield was held in Week 3 of Term 2. Luke Mott, Osman Ozgur and Dale Lyons represented Yoogali as part of the small schools team.

Rebecca Lyons, Darcie Carnell and Isobelle Smith represented Yoogali for the girls League Tag team for Mortimer Shield.

Jack Whitehead, Dale Lyons, Luke Mott and Osman Ozgur were successful in being chosen as part of the Small Schools Soccer team. They participated in the Soccer Gala day on Thursday 28<sup>th</sup> June.



The Small Schools Athletics Carnival was held on Wednesday 27<sup>th</sup> June. Yoogali achieved some fantastic results.

For whole school sport in Term 3 we were lucky enough to have Zumba. This program was taught by Dolly a qualified dance instructor. Zumba was enjoyed by the students and helped to improve student co-ordination.

The Zone Athletics carnival was held on Friday 10<sup>th</sup> August. Darcie Carnell, Jack Whitehead, Luke Mott, Dale Lyons and Osman Ozgur were successful in gaining a place in the Riverina Athletics team that competed in Albury on 31<sup>st</sup> August.

Luke, Darcie, Jack and Dale who were all part of the PP5 relay team that competed at Albury then qualified to compete at the State Championships. All four students practised in the lead up to the state carnival and were successful to bring home the Bronze medal for Yoogali Public School.

This brings us to Term 4. Whole school sport for Term 4 was tee-ball, continuous cricket and tabloid games.

We look forward to another great year of sport next year in 2013.



**Mrs Sarah Rinaldo**

**Sports Coordinator 2012**

### **Other**

### **Debating**

This year, Yoogali Public School entered the debating competition with 6 students who were supported by Mrs Wright. For 5 of these students it was the first time they had ever debated, so there was a lot to learn and nerves were aplenty.

The team members included:

- Kirra-Jo Hodge
- Bethany Parsons
- Isobelle Smith
- Cody Angel
- Emily McPherson and
- Nicholas Pennisi



Each week the students gave up some of their lunch time to research their topics, brainstorm ideas, develop team lines and help each other with the writing of their speeches. They were a very enthusiastic and supportive team. I was very proud of the time and effort each student put in.

**Mrs Kelly Wright**

**Debating Coordinator 2012**

## 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

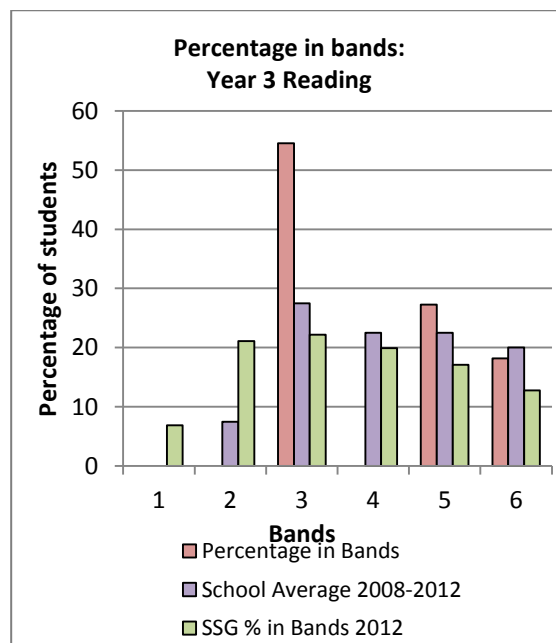
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

## Literacy – NAPLAN Year 3

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	90.9
Grammar & Punctuation	100.0

### Reading

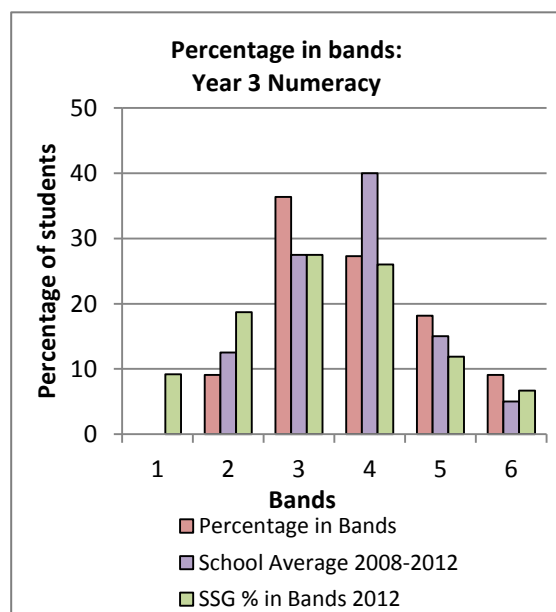
In 2012, 11 students in Year 3 sat the NAPLAN assessment at Yoogali Public School. Students in Year 3 achieved results from Band 3 to Band 6 in the strand of Reading with 45.5% of students achieving Band 5 and 6.



## Numeracy – NAPLAN Year 3

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Numeracy	100.0

Students in Year 3 achieved results from Band 2 to Band 6 in the strand of Numeracy with 91% of students achieving Band 3 to Band 6.



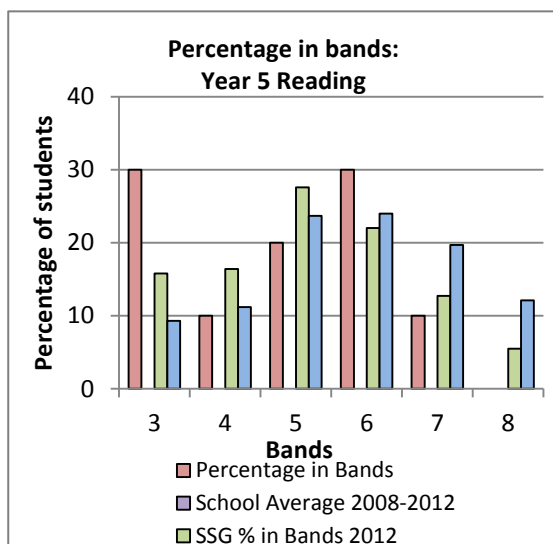


## Literacy – NAPLAN Year 5

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	70.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	90.0

### Reading

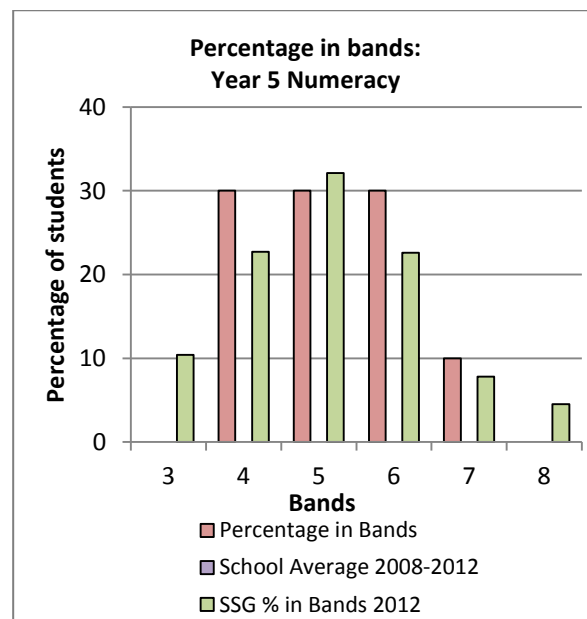
In 2012, 10 students in Year 5 sat the NAPLAN assessment at Yoogali Public School. Students in Year 5 achieved results from Band 3 to Band 7 in the strand of Reading with 60% of students achieving Band 5 to Band 7.



## Numeracy – NAPLAN Year 5

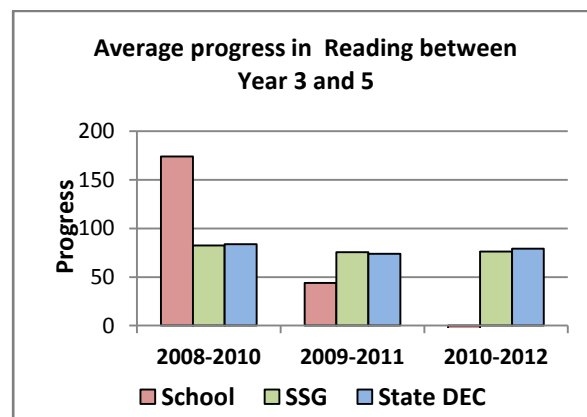
Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Numeracy	100.0

Students in Year 5 achieved results from Band 4 to Band 7 in the strand of Numeracy with 70% of students achieving Band 5 to Band 7.

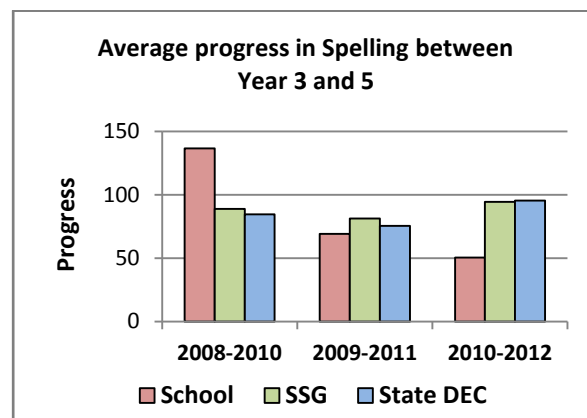


## Progress in Literacy

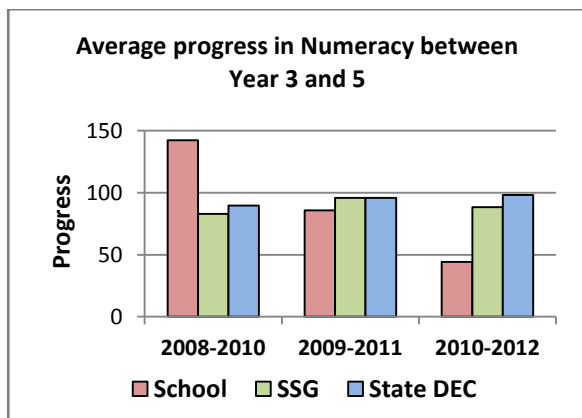
### Reading



### Spelling



## Progress in Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

## Significant programs and initiatives

### Aboriginal education

The school continues to provide support for our Aboriginal students and to implement programs designed to educate all students about Aboriginal history and culture. In 2012, all students participated in activities to acknowledge NAIDOC Week as in previous years but this was the first year that Reconciliation Week was also acknowledged within the school.



All Indigenous students were provided with a Personalised Learning Plan (PLP) designed to meet the specific learning needs of each individual student. These were developed in conjunction with the student and their family.

Aboriginal perspectives are incorporated into all classroom teaching programs wherever relevant, with a particular focus on local content to ensure significance for our school community.

In Term 4, the Griffith District Proud and Deadly Indigenous Awards night was held. Four Yoogali Public School students received recognition for their efforts throughout 2012. They were:

- Ellie Bradshaw
- Makayla Connell
- Riley Clark
- Jack Whitehead



### Multicultural education

Yoogali Public School students come from a variety of different cultural backgrounds with individuality acknowledged and celebrated. Multicultural perspectives are integrated into all Key Learning Areas across the curriculum throughout the school year.

Two of our students in 2012 moved from the Philippines to Australia and began their schooling for the first time in our country. To support their integration into an Australian school, we received additional funding through the New Arrivals program with a teacher employed one day a week specifically to support the development of their oral and written language skills.

All students participated in the school's celebrations of Harmony Day on March 21 with a variety of activities designed to promote this year's theme 'Sport: Play, Engage, Inspire', recognising the important role and positive influence that sport has in Australia.



## Progress on 2012 targets

### Target 1

**Increase the reading level to 90% of students in Year 2 from Reading Recovery Level 26 to 30+ by 2014**

Our achievements include:

- 57% of Year 2 students achieving RR Level 26 to 30+ in 2012.
- Of the remaining three students below the target, two students were supported through the MultiLit program and the third student received additional support from a School Learning Support Officer (SLSO) through integration funding support.
- One staff member trained in Focus on Reading, a program designed to assist students with their reading.
- All staff were trained in the analysis and use of SMART Data to determine the specific learning needs of our students in reading as shown through school results in NAPLAN from 2008 to 2012.
- Our Kindergarten teacher received training and development in the use of the Best Start software and how to track students using the Literacy continuum.



### Target 2

**To provide professional learning to 100% of teaching staff to ensure all teachers are trained in the AL pedagogy**

Our achievements include:

- Two staff members successfully trained in the Accelerated Literacy in 2012 ensuring that all permanent and temporary staff members are now fully up to date with the implementation of this teaching pedagogy within their classrooms.



### Target 3

**85% of students in Years 3-6 have the ability to display (through outcomes based assessment), a greater use of the four operations in solving more complex problems, using mathematical language and reasoning by 2014**

Our achievements include:

- Another staff member trained in the Count Me In Too (CMIT) program.
- Our Kindergarten teacher received training and development in the use of the Best Start software and how to track students using the Numeracy continuum.
- All staff were trained in the analysis and use of SMART Data to determine the specific learning needs of our students in Mathematics as shown through school results in NAPLAN from 2008 to 2012.
- The provision of professional development for all staff in Mathematics through relevant training courses such as those presented at Griffith Teaching and Learning Forums.

## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the School Plan. In 2012 our school carried out evaluation of School Culture and Mathematics.

### Educational and management practice

#### School Culture

##### Background

Each year Yoogali Public School conducts a review of its practices in Key Areas of the school. This year the school has reviewed the school culture. Surveys were distributed to parents, students and staff seeking information on their varying perspectives of the school culture as the community continues to steadily grow.

##### Findings and conclusions

- All parents and staff surveyed agreed that the school leader has a positive influence on the school culture and that the school recognises and celebrates achievement.
- The majority of parents agreed that the school appreciates having their child as a student.
- All students felt that new students are made to feel welcome at Yoogali Public School.
- The majority of students strongly agreed that the school often praises and rewards students who are successful.
- All staff agreed that meeting the needs of students is the school's main priority.

##### Future directions

- We will continue to seek feedback periodically from parents, students and staff to ensure that all stakeholders agree that students remain our main priority at Yoogali Public School.
- More opportunities will be provided for parents to become involved within the school ie. Aboriginal parent afternoon teas, K/1

Reading Group volunteers, P&C, Parent Information Nights to ensure that their views are heard.

- We will explore different opportunities to celebrate achievement and success with our students through a more specific rewards program. The current S.T.E.P.S program will be modified to allow students to choose a variety of different reward options.



#### Mathematics

##### Background

The Key Learning Area of Mathematics has been evaluated as part of the cyclical review of a whole school curriculum focus. Surveys were distributed to parents, students and staff seeking information on their varying perspectives of the teaching of Mathematics at Yoogali Public School.

##### Findings and conclusions

- All parents agreed that Mathematics was an important learning area at school and that their child had developed new skills in this area in 2012.
- All parents and staff agreed that the school has plenty of equipment to teach this Key Learning Area.
- The majority of parents surveyed felt that they were provided with useful reports about their child's progress in Mathematics.
- The majority of students surveyed felt that they were good at Mathematics, however



25% of respondents disagreed that they were good at Measurement.

- The majority of students surveyed felt that they were able to use computer technology to help them to learn Mathematics, however 25% of respondents felt that they were not given enough opportunities to do so on a regular basis.

#### **Future directions**

- We will continue to ensure that we have adequate equipment to teach the Key Learning Area of Mathematics across all stages, particularly in the area of Measurement. Updated resources will be partially funded through the Woolworths Spend n Save initiative which the school participates in annually.
- A review of the current reporting format will be undertaken in consultation with the P&C and school staff to ensure that parents feel that our chosen format provides them with enough relevant information about the six Key Learning Areas.
- The school will purchase access for all students from K-6 to the Athletics program for use within the school and at home. An audit of the school's computers will also be completed to ensure that all machines are working and that each class has equal access to the school's existing network.



## **Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- All parents surveyed felt that the students are the school's main concern.
- All parents surveyed felt that the school encourages all students to learn and achieve their best.
- All students surveyed strongly agreed that they were proud of their school.
- All students surveyed felt that the school was friendly, tolerant and accepting of all students.
- All staff members agreed that the school caters for the learning needs of all students and is continually finding ways to improve what it does.
- All staff members felt that the school encourages everybody to be a continuing learner.



## **Professional learning**

A variety of professional learning activities were undertaken by staff throughout 2012. Fortnightly staff meetings as well as School Staff Development Days were utilised to ensure that all staff were provided with regular opportunities for professional development.

All staff members participated in mandatory training such as CPR, Code of Conduct, Anaphylaxis and Work Health and Safety in line with Departmental requirements. In addition to these activities, specialised training was sought for Focus On Reading, Count Me in Too and Accelerated Literacy where needed with targeted staff members to meet specific targets set out in the school plan. The total school expenditure on teacher professional learning was \$9868 in 2012.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1 - Literacy

#### Outcome for 2012–2014

- Improved levels of achievement for all students in Literacy as shown in school based and NAPLAN data.
- Improve and enhance quality teaching practices in all areas of Literacy.

#### 2013 Targets to achieve this outcome include:

- 50% of Year 3 students gaining Band 4 or higher in NAPLAN reading.
- 45% of Year 5 students gaining Band 6 or higher in NAPLAN reading.

#### Strategies to achieve these targets include:

- Analysis of SMART Data by all staff to identify specific areas of need within the school.
- One staff member trained in Focus on Reading (FOR) Phase 2 in 2013.
- Continuation of the Reading Recovery program for identified at risk Year 1 students.
- Explicit teaching of Literacy through school timetabling that ensures an uninterrupted morning session.

- Learning and Support Teacher intervention to include those students requiring extension to reach the upper bands of NAPLAN.
- Expansion of Best Start assessment to include the continued tracking of Stage 1 students.
- Development of a whole school assessment schedule that includes the collection of both quantitative and qualitative data on a regular basis.
- Utilise the TARS process to ensure quality teaching programs and classroom lessons are being delivered and that opportunities for peer mentoring are made available.



### School priority 2 - Numeracy

#### Outcome for 2012–2014

- Improved levels of achievement for all students in Numeracy as shown in school based and NAPLAN data.
- Improve and enhance quality teaching practices in all areas of Numeracy.
- To improve student ability in working mathematically and problem solving.

#### 2013 Targets to achieve this outcome include:

- 60% of Year 3 students gaining Band 4 or higher in NAPLAN Numeracy.
- 45% of Year 5 students gaining Band 6 or higher in NAPLAN Numeracy.



### Strategies to achieve these targets include:

- Analysis of SMART Data by all staff to identify specific areas of need within the school.
- Explicit teaching of Numeracy through school timetabling that has extended the time available for Mathematics teaching in the middle session to 1 hour and 45 minutes per day.
- Learning and Support Teacher intervention to include those students requiring extension to reach the upper bands of NAPLAN.
- Expansion of Best Start assessment to include the continued tracking of Stage 1 students.
- Development of a whole school assessment schedule that includes the collection of both quantitative and qualitative data on a regular basis.
- Utilise the TARS process to ensure quality teaching programs and classroom lessons are being delivered and that opportunities for peer mentoring are made available.



### School priority 3 – Student Engagement Outcome for 2012–2014

- Increased levels of student engagement

#### 2013 Targets to achieve this outcome include:

- Student attendance will increase to above 94%.
- The HOW2Learn strategy to be implemented in all classrooms.

### Strategies to achieve these targets include:

- Two staff members to attend professional learning in the HOW2Learn Strategy and upskill all teachers in the school to implement the HOW2Learn strategy in their classrooms.
- All classes will use a variety of technology to enhance learning including the use of the Reading Eggs and Mathletics programs.
- All teachers will utilise quality teaching practices for every student with particular attention to personalised learning through the provision of Personalised Learning Plans (PLPs) for all Aboriginal students and Individualised Education Plans (IEPs) for all Out of Home Care (OoHC) students and students with a diagnosis.
- Teachers and students to work together to identify individual goals that students want to achieve and strategies to assist them to reach those goals.

## 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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