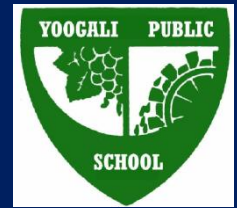


Yoogali Public School Annual School Report 2013



Our school at a glance

Students

2013 has seen our students participate in many exciting learning, sporting and cultural experiences with fantastic success. Of particular interest were our excursions to see Possum Magic and to City Park for our Kindergarten to Year 2 students, Borambola for our Year 3 and 4 students, and Canberra 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 2014. Through a generous donation from Baiada Poultry we were able to provide all classes with fresh fruit and vegetables to eat during Fruit Break twice a week, which has proven to be very popular with all students.

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 first 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

Firstly, I would like to congratulate our students and staff on another very successful year of teaching and learning at Yoogali Public School. I am very proud of the fact that all our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered external national competitions, absorbed themselves in enrichment activities and entered various competitions, others represented our school at zone, regional and state level in sport, and many students began to learn skills in the creative arts and had the courage to perform in front of audiences for the first time.

All our students have been supported by our highly dedicated teachers. Our teachers are incredibly committed to the well-being of all of our students. They not only have exceptional talent in the technicalities of teaching, they have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a

wonderful example of holistic primary education. I am very grateful to them for their extraordinary work this year, and am so proud to be the principal of a school that has that kind of expertise.

I'd like to say a huge thank you to all the parents and community members who have supported our school throughout the year as volunteers and of course those in various roles in the P&C who have worked tirelessly to raise funds for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated group of parents working in the best interests of our school.

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

2013 was a busy year for the Yoogali Public School P & C. The P & C had one goal in mind for their fundraising this year and it was to help the school raise additional funds to go towards the new car park that will be accessible from East Street.

We also presented 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, the Athletics and Reading Eggs programs for our 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 Bunnings 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 the P & C's behalf.

The P & C would like to thank all of our wonderful parents and staff for their support in 2013 and we look forward to another productive year in 2014. Yoogali Public School P & C meetings are held every second Tuesday of the month at 7:30pm in the school staffroom. 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 2014.

Mrs Aimee Gibbs - P&C President

Captain's message

Hi, my name is Bethany Parsons and my name is Matthew Keith, we are the captains of Yoogali Public School for 2013. We have enjoyed being at Yoogali with all the friends we have made. We have had the privilege of meeting other captains, holding ceremonies and raising money with the captains of Tharbogang and Lake Wyangan Public Schools for the Children's Ward at Griffith Base Hospital.

When we went to the Young Leaders Conference in Sydney we stayed in a motel with about six

other school captains. After we got settled in, we went to Darling Harbour to have dinner and a look around at the lolly shop.

The next morning we went to the conference. We got to see Nathan Hindmarsh, Creel Price, Brett Lee and Jessica Fox. It was so inspiring! We even watched some dance crews and also played a game.

Being captain has been a huge part of our lives and has changed us forever. We will never stop loving Yoogali and we will never forget it. We hope that all future school captains enjoy and love this school like we did and show pride and respect in their roles as leaders. We hope that we will be able to come back and see all of the students and the staff again in the future. Goodbye Yoogali Public School.

Bethany Parsons - Captain

Matthew Keith - Vice Captain



Student representative's message

The SRC has been very busy this year. In Term 1 the SRC held an Easter Egg guessing competition. This year there was a trick to the guessing competition with a large egg being placed in the middle of the jar. Katrina Laviano from K/1 guessed the correct number and was able to take home all the eggs. The SRC gave thanks to the staff who each donated Cadbury eggs for the guessing competition.

Term 2 was a short and busy term so the SRC was not able to have a fundraiser but they made up for it in Term 3 by having two fundraisers. The first was a very successful pancake and pyjama

day. Students were able to wear their pyjamas to school for a gold coin donation and were able to purchase Miss Jane's famous pancakes for \$2.00. The SRC raised \$237.00 from pancake and pyjama day. The SRC would like to again thank Miss Jane for her fantastic pancakes and her time spent cooking them as it is greatly appreciated. The second fundraiser was the Heroes and Villains disco. All students were very excited about this and they had a great night partying.

Student Representative Council 2013



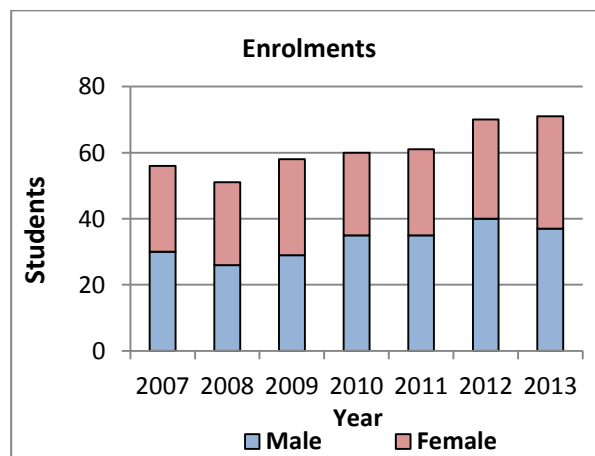
School context

Student information

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

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013
Male	26	29	35	35	40	37
Female	25	29	25	26	30	34



Student enrolments have continued to increase steadily at Yoogali PS with the number of students transitioning to High School each year being less than the incoming Kindergarten class the following year.

Student attendance profile

Year	2009	2010	2011	2012	2013
K	95.1	96.4	95.8	94.0	95.8
1	95.6	93.6	92.9	95.6	95.1
2	93.5	98.2	92.6	95.1	96.7
3	91.9	94.9	95.8	93.7	93.0
4	96.7	92.4	94.6	93.4	93.8
5	96.9	96.7	91.9	95.0	97.9
6	94.9	95.7	95.7	88.4	95.0
Total	95.1	95.2	94.3	93.9	95.3

Management of non-attendance

Yoogali Public continues to focus on reinforcing the importance of regular and sustained attendance. Attendance in 2013 was higher than both the State and the Region.

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

During 2013 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.
- The use 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.

- Liaising with the Home School Liaison Officer (HSLO) each term and discussing concerns when necessary.

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 2013 Class Size Audit.

Roll class	Year	Total per year	Total in class
K/1	K	11	22
	1	11	
2/3/4	2	15	25
	3	6	
	4	4	
4/5/6	4	7	23
	5	5	
	6	11	

Workforce 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, Library, Release from Face to Face teaching and Principal's Release.

Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	2.0
Teacher (part time, RFF)	0.294
Learning and Support Teacher	0.2
Teacher Librarian	0.2
Teacher of Reading Recovery	0.105
School Administrative Office staff	1.206
SLSO – Aboriginal Students	0.4
General Assistant	0.24
Total	5.645

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as being of Indigenous Heritage.



Workforce retention

Mrs Nikki Callinan, Mrs Jaimee Damini and Mrs Sarah Rinaldo were on Maternity leave during different parts of the 2013 school year. They were replaced by Miss Ashleigh Edgecumbe, Mrs Kelly Wright and Miss Hayley Gordon during this time.

Mrs Jane Gibbs was appointed permanently to the position of School Learning Support Officer. This was a very popular appointment with the school community after Miss Jane's many years of service in this role at Yoogali PS.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	67
Postgraduate	33
NSW Institute of Teachers Accreditation	67

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	30/11/2013
Income	\$
Balance brought forward	67078.81
Global funds	70704.52
Tied funds	86443.49
School & community sources	24729.63
Interest	2215.26
Trust receipts	4566.55
Canteen	0.00
Total income	255738.26
Expenditure	
Teaching & learning	
Key learning areas	13503.37
Excursions	10186.16
Extracurricular dissections	11554.69
Library	1599.24
Training & development	4909.26
Tied funds	83992.74
Casual relief teachers	9313.39
Administration & office	29791.33
School-operated canteen	0.00
Utilities	23368.18
Maintenance	7463.90
Trust accounts	7675.45
Capital programs	1050.00
Total expenditure	204407.71
Balance carried forward	51330.55

A full copy of the school's 2013 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 2013

Achievements

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.

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

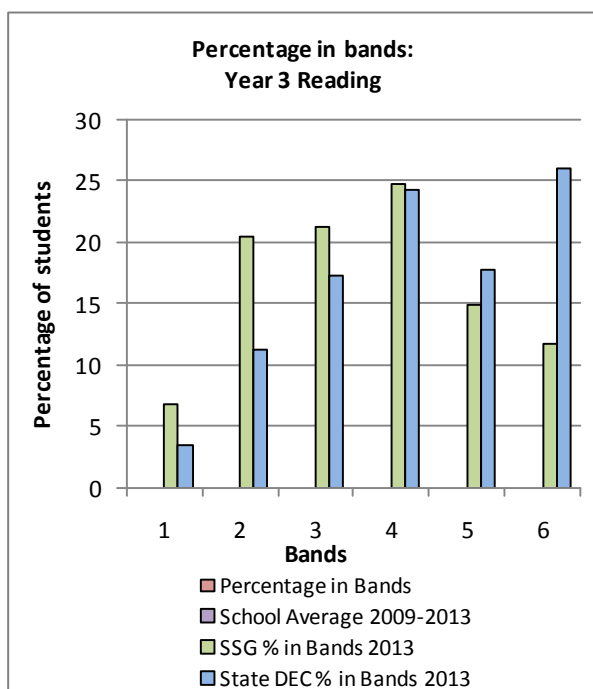
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

NAPLAN Year 3 - Literacy

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	83.3
Writing	100.0
Spelling	83.3
Grammar & Punctuation	83.3



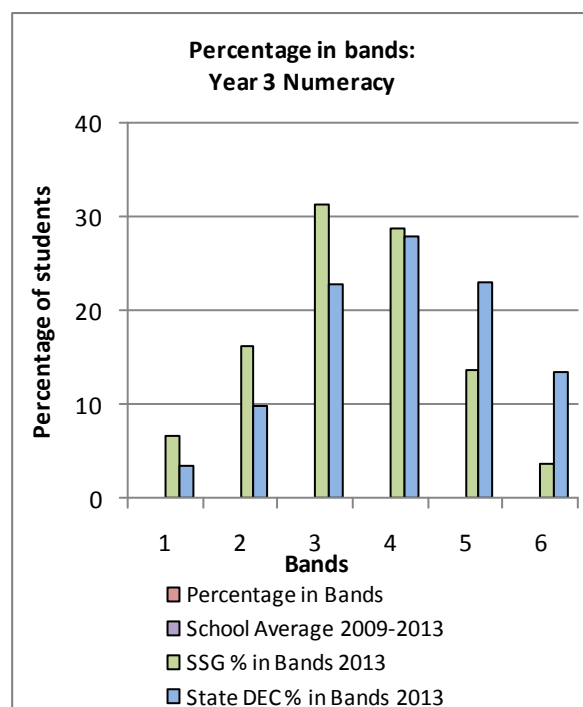
Note: The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students.

Reading

In 2013, 6 students in Year 3 sat the NAPLAN assessment at Yoogali Public School. Students in Year 3 achieved results from Band 1 to Band 5 in the strand of Reading with 83.3% of students achieving Band 4 and 5.

NAPLAN Year 3 - Numeracy

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

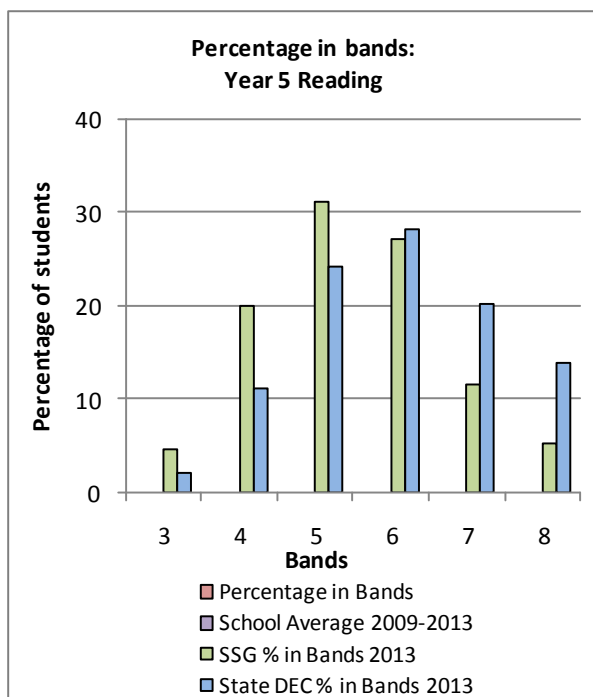


Numeracy

Students in Year 3 achieved results from Band 2 to Band 4 in the strand of Numeracy with 83.3% of students achieving Band 3 and 4.

NAPLAN Year 5 - Literacy

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	80.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	80.0

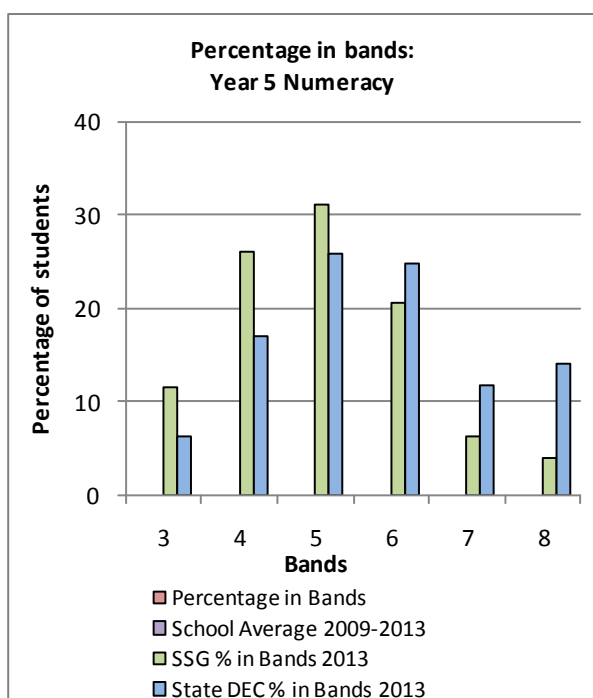


Reading

In 2013, 5 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.

NAPLAN Year 5 - Numeracy

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Numeracy	80.0

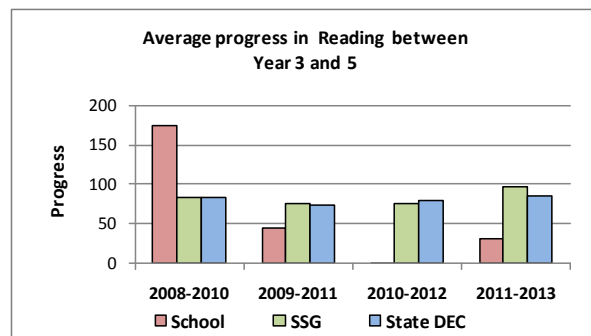


Numeracy

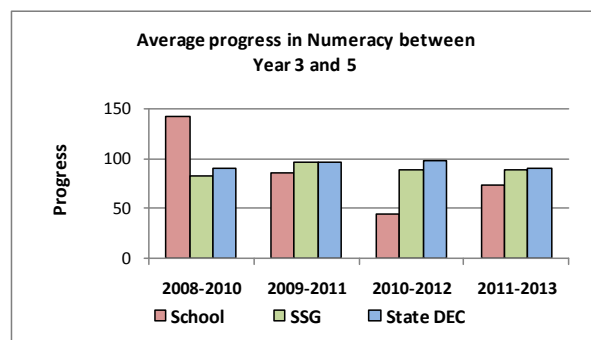
Students in Year 5 achieved results from Band 3 to Band 7 in the strand of Numeracy with 60% of students achieving Band 5 to Band 7.

Progress in Literacy

Reading



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* to access the school data.



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 2013, all students participated in activities to acknowledge NAIDOC Week and also Reconciliation Week 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. Three Yoogali Public School students received recognition for their efforts throughout 2013. They were:

- Ellie Bradshaw
- Demi Whitehead
- Jade Earl

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.

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 'Many Stories – One Australia' highlighting the importance of diversity.



National Partnerships and significant Commonwealth initiatives

Yoogali Public School was selected to participate in the Improving Literacy and Numeracy National Partnership program with funding received in 2013 and continuing into the first half of the 2014 school year. Our focus is on improving the literacy skills of students.

The outcomes for schools in the Improving Literacy and Numeracy Partnership include:

- Improved literacy outcomes for targeted students
- Enhanced principal capacity in leading the development of effective whole school approaches in literacy
- Enhanced teacher capacity in using the literacy continuums for monitoring student achievement and progress, and
- Increased teacher understanding of the literacy demands of new syllabuses incorporating the Australian Curriculum

During 2013 and 2014 teachers will be focusing on the specific skills of reading texts and applied comprehension. Historical data from internal and external assessment (including NAPLAN) results indicate that this is an area for improvement for Yoogali Public School.

The Focus on Reading (FoR) and How2Learn programs have been highlighted as effective pedagogies through which teachers can

effectively increase the skills of students in these two focus areas. Over the coming two years, the majority of staff will be trained in both the FoR and How2Learn methodologies. Early Stage 1 and Stage 1 teachers will also undertake L3 (Language, Learning & Literacy) training.

All teachers from K-6 have been upskilled in the use of the K-10 Continuum for Literacy and have plotted their students on the continuum for reading texts and comprehension. Throughout the year, staff have continued to update this data on a quarterly basis which will move into a five weekly cycle in 2014.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- NAPLAN Data
- Best Start Data
- Reading Levels
- Staff, parent and student surveys

School planning 2012—2014: progress in 2013

As a result of being selected to participate in the Improving Literacy and Numeracy National Partnerships program, the school targets have been modified since the publication of the 2012 Annual School Report.



School priority 1 – Literacy

Outcomes from 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

Evidence of progress towards outcomes in 2013:

- 44% of Kindergarten students achieving RR Level 8 in 2013
- 60% of Year 1 students achieving RR Level 18 in 2013
- 31% of Year 2 students achieving RR Level 26+ in 2013
- 75% of Year 3 – 6 students achieving RR Level 30+ in 2013
- 83.3% of Year 3 students achieving Band 4 or higher in NAPLAN Reading
- 60% of Year 5 students achieving Band 5 or higher in NAPLAN Reading
- One staff member successfully trained in Focus on Reading (FoR) Phase 1 and one in Phase 2
- All students from K-6 plotted on the K-10 Literacy continuum for reading texts and comprehension
- All staff trained in the analysis of SMART Data to identify specific areas of need within the school
- Uninterrupted morning session of 1 hour and 45 minutes for the explicit teaching of literacy. No additional activities or RFF timetabled during this time

Strategies to achieve these outcomes in 2014:

- Uninterrupted morning sessions timetabled across whole school to allow for quality teaching and learning to take place
- Professional development of two staff members in Language, Learning and Literacy (L3). Purchase of specific furniture designed for L3, support readers and materials for program where necessary
- Professional development of one staff member in Focus on Reading (FoR) Phase 1 and one staff member in Phase 2. All staff of students from Years 2-6 to implement their learning from FoR about the explicit teaching of comprehension, reading texts and vocabulary into their classrooms
- Analyse NAPLAN Literacy data to inform whole school based planning and class based programming and teaching
- Best Start assessment for all Kindergarten students during first weeks at school. Use Best Start to inform individual student and group learning needs in Kindergarten
- Learning intentions discussed with students prior to learning as outlined in the HOW2Learn strategy
- Personalised Learning Plans (PLPs) to continue to be implemented for all Aboriginal students in consultation with parents/carers and reviewed on a quarterly basis
- Students encouraged to participate in ICAS tests to challenge and extend their existing skills
- Ensure regular collection, analysis and recording of students on the K-10 Literacy continuum



School priority 2 - Numeracy

Outcomes from 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

Evidence of progress towards outcomes in 2013:

- 50% of Year 3 students achieving Band 4 or higher in NAPLAN Numeracy
- 40% of Year 5 students achieving Band 6 or higher in NAPLAN Numeracy
- Best Start assessment expanded to include all students from K–2 being plotted on the Numeracy Continuum on a quarterly basis
- All staff trained in the analysis of SMART Data to identify specific areas of need within the school



Strategies to achieve these outcomes in 2014:

- Numeracy sessions timetabled across whole school to allow for quality teaching & learning to take place
- Analyse NAPLAN Numeracy data to inform whole school based planning and class based programming and teaching
- Best Start assessment for all Kindergarten students during first weeks at school. Use Best Start to inform individual student and group learning needs in Kindergarten

- Learning intentions discussed with students prior to learning as outlined in the HOW2Learn strategy
- Personalised Learning Plans (PLPs) to continue to be implemented for all Aboriginal students in consultation with parents/carers and reviewed on a quarterly basis
- Students encouraged to participate in ICAS tests to challenge and extend their existing skills
- Ensure regular collection, analysis and recording of students on the K-10 Numeracy continuum



School priority 3 – Student Engagement

Outcomes from 2012–2014

- Increased levels of student engagement

Evidence of progress towards outcomes in 2013:

- Student attendance rate has increased from 93.9% in 2012 to 95.3% in 2013
- 2 staff members successfully trained in the How2Learn strategy and the upskilling of all staff to allow the pedagogy to be implemented in all classrooms from K-6
- Awards given at school assemblies for students displaying resilience, our first targeted skill area in the HOW2Learn pedagogy
- All students given access to the Reading Eggs and Mathletics programs for use during class time and also at home to increase their use of technology
- All Aboriginal students provided with Personalised Learning Plans (PLPs)

- Individualised Learning Plans (IEPs) for all Out of Home Care (OoHC) students and students with a diagnosis and/or additional learning needs



Strategies to achieve these outcomes in 2014:

- The inclusion of Yoogali Public School in the Positive Behaviour for Learning program in 2014 for the revision and implementation of a new welfare and behavior management system
- Explicit teaching of the revised Yoogali Public School rules Be Safe, Be Respectful and Be A Learner in all classes K-6
- Ongoing rewards for students with a high level of attendance throughout each term in conjunction with the HSLO
- Technology skills taught as part of the RFF program with all students K-6
- Professional development goals for all staff members to include one based on improving their technological skills
- Use of the School Planning Tool to evaluate the engagement of the parent community and how to encourage further involvement of parents/carers wherever possible into the school

Professional learning

A variety of professional learning activities were undertaken by staff throughout 2013. Weekly 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, How2Learn, Team Leadership for School Improvement and 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 \$14166 in 2013 which incorporated the funding received as part of the Improving Literacy and Numeracy National Partnership.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- All parents surveyed felt that the school leader inspired and motivated learners
- All parents surveyed felt that the school leader accepts responsibility for the quality of student learning outcomes
- All parents surveyed felt that the school leader was open to new ideas.
- All students surveyed felt that the school is always looking for ways to improve what it does
- All students surveyed felt that changes being made to the school were good for the students
- All staff surveyed felt that the school leader ensures that all members of the school community are treated fairly
- All staff surveyed felt that the school leader encourages teachers to reflect on their own practices



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.

Cindy Sadler	Principal
Nikki Callinan	Teacher
Jaimee Damini	Teacher
Jane Gibbs	School Learning Support Officer
Vicki Spence	School Administration Manager
Aimee Gibbs	P&C President

School contact information

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School Code: 3561

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>