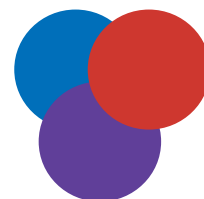
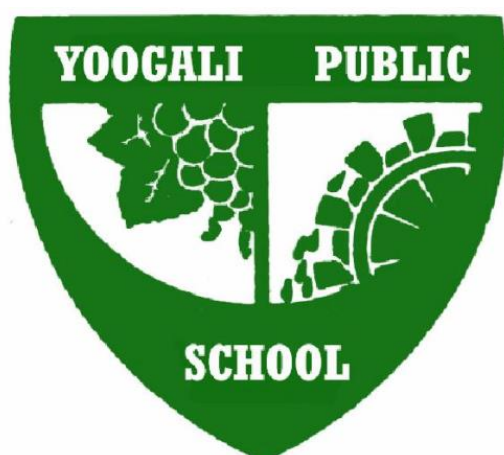


Yoogali Public School Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Yoogali Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit : <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Lesa Bevan

Relieving Principal

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Message from the Principal

Welcome to our 2015 Annual School Report. We have had another wonderful year.

It is a privilege to be the Relieving Principal of Yoogali Public School, particularly as the school continues to focus on providing quality public education to the children in our community.

I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Students attending our school receive a high level of individual instruction and support and are involved with many and varied extra-curricular activities that may not be as readily available in a larger setting. This ensures that outcomes for our students are maximised and they are given every opportunity to succeed.

We are committed to the enhancement and improvement of the literacy and numeracy skills of all students and continue to foster the growth and educational needs of all students in a happy, secure and stimulating environment.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best.

To our volunteers and supporters in our community, a big “thank you”. Once again the P&C have had a successful year raising extra funds to support our students.

We take pride in our achievements in 2015 and look forward to the opportunities in 2016.

Mrs Lesa Bevan



School background

School vision statement

Our vision at Yoogali Public School is to provide quality and equitable education for all students.

We believe in building a safe and inclusive learning community in which students can develop a sense of belonging and wellbeing.

All students have the opportunity to attain knowledge, skills, values and attributes enabling them to become independent and successful lifelong learners.

The provision of a high quality learning environment is essential to inspire happy and effective members of the global community.

School context

Yoogali Public School is a small village school located on the outskirts of Griffith in the Riverina.

We provide a happy, safe and nurturing environment with clear expectations and challenges for all students. This provides students with opportunities to take risks that enable them to achieve at their full potential academically, socially and emotionally.

Specific student needs are met with the support of School Learning Support Officers and specialist teachers in Vision Support and Reading Recovery.

The school is an **Early Action For Success** partner and has the support of an Instructional Leader to foster student learning and improve both literacy and numeracy outcomes for children in Kindergarten to Year 2.

Yoogali Public School has a student population of 60 children with 3 multi stage classes.

The school attracts equity funding to support the needs of students based on;

- Socio-economic background
- Aboriginal background
- English language proficiency
- Low level adjustment for disability.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Within the domain of Learning, our efforts have focussed on wellbeing and learning culture. We have identified that the school is developing a strong culture of learning amongst staff and students. This has been as a result of How2Learn strategies being implemented in each class throughout the school. We have encouraged our community, including staff and students to identify as life-long learners who value learning and look at everything with a growth mindset. The wellbeing of each and every child is of fundamental importance to our school. We strive to provide a climate of trust and respect for each person. The continued implementation of Positive Behaviour for Learning as a school priority has seen decreased incidents of misbehaviour in the playground and an increased use of positive language between students and between students and staff.

In the Teaching domain all staff members are committed to implementing the most effective teaching methods. The major focus has been on effective classroom practice. Staff members have been given a number of opportunities to develop their practice through planning and collaborating with our Instructional Leader, focussing on literacy and numeracy in all Kindergarten to Year 2 classes. Teachers use student performance data to plan learning experiences at point of need for the students in their class. As part of their professional development, staff members actively seek to improve their practice through classroom observations, reflections and feedback with colleagues on a regular basis.

In the domain of Leading, our priorities have been to build the capabilities of staff to create a dynamic school learning culture. Throughout the year there has been a strong commitment to develop leadership capacity, by encouraging staff to take on roles to deliver and implement programs and processes in schools. Staff members have committed to being active in designing, developing and implementing the school plan. Strategic directions have been the focus for the professional learning and improvements in student outcomes. A number of staff members have sought to collaborate with colleagues and executives from other schools to foster a support network for improved leadership practices. One staff member has begun the process of being accredited at the highly accomplished teacher level.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Learning

Purpose

To provide every student with meaningful, challenging and focused learning experiences to become successful learners who are able to think critically, creatively and ethically.

Overall summary of progress

Quality teaching to enable all students to experience growth and success in their learning is our priority. Professional learning has been led by our Instructional Leader and has provided all staff members the opportunity to be trained in the literacy and numeracy initiatives of L3 (Language, Learning & Literacy) and TEN (Targeting Early Numeracy).

As part of our EAfS (Early Action for Success) program staff have worked to focus student learning on targeted areas over a five weekly basis, completing relevant assessments and PLAN (Planning for Literacy and Numeracy) data to design appropriate tiered interventions for teaching and learning activities.

One staff member has attended How2Learn training and has delivered appropriate modules to implement this initiative throughout the school. As a consequence all staff are trained and engaged in delivering higher order thinking strategies and ways to learn to foster a culture of creative learners, willing to take risks in their learning and creatively solve problems.

Progress towards achieving improvement measures		Resources (annual)
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching end of stage expectations.	<p>All staff have trained in the use of the Literacy and Numeracy continuums.</p> <p>PLAN data for K-2 students is entered every 5 weeks and student progress is monitored by Instructional Leader in collaboration with class teacher.</p> <p>62% of Kindergarten, 63% Year 1, 69% Year 2 at or beyond stage appropriate cluster markers in reading and comprehension.</p> <p>All students' progress is updated on a whole school data wall.</p>	<p>\$2,800 Best Start PLAN data collection</p> <p>\$23,900 EAfS- staffing, training and resources.</p> <p>\$5,200 How2Learn-course fees, staffing and resources.</p>
Learning activities across all curriculum areas will be data informed to ensure personalised learning is provided for all students.	<p>All Indigenous students and those receiving Integration Funding, have Personalised Learning Plans, developed with students and families.</p> <p>All students in K-2 are monitored for appropriate interventions in identified areas of need and supported with varying tiered levels of instruction.</p>	<p>\$3,600 PLP's - development & consultation.</p>

Next steps

- Continue to use continuums to monitor student progress and develop appropriate learning activities focusing on each child's identified areas of need. Use PLAN data and reports to drive collaborative planning between staff and to inform parents.
- Provide opportunities to implement strategies of visual learning based on John Hattie's research, linked with How2Learn 'Habits of Mind', encouraging students to set goals, acknowledge learning intentions and be responsible learners.

Strategic Direction 2

Teaching and Leadership

Purpose

To provide opportunities to develop staff capacity for continuous improvement in teaching and leadership practices. As well as providing rich learning experiences by identifying and implementing quality teaching practices against New South Wales Teaching Standards.

Overall summary of progress

The implementation of the new Performance and Development Plans (PDP) in line with the Performance and Development Framework has seen an improved focus on the Quality Teaching Model and Australian Professional Standards for Teachers. Staff members are actively engaged in professional discussions, observation of peers and self-reflection on practice as a means to improve their practice and align with professional standards.

Staff members have also begun to examine the School's Excellence Framework and review the school's priorities for improvement against the National School Improvement Tool. This involvement in the strategic planning process has enabled staff to gain a sense of ownership over the direction the school needs to go and be responsible for working together to achieve our agreed products and practices stated in the school plan.

Progress towards achieving improvement measures		Resources (annual)
All teachers will engage with the Quality Teaching Model and take responsibility for their professional growth against the Australian Professional Standards for Teachers with some teachers achieving accreditation against higher classifications.	<p>All staff members have set goals in their Performance and Development Plans to reflect best practice in delivering quality learning activities. Reflection, peer observation and feedback have been integral aspects of this process.</p> <p>One staff member has begun the process to be accredited at the Highly Accomplished level.</p>	\$ 8 200 (Professional Learning –fees, relief, travel)
All staff collaboratively develop and competently demonstrate evidence based teaching practices.	<p>Staff members have worked with our Instructional Leader to deliver best practice teaching and learning activities.</p> <p>Staff are trained in L3 and TEN to improve student results in literacy and numeracy.</p>	\$23,900 EAFS staffing and training

Next steps

- Continue to engage with the Quality Teaching Model and Australian Professional Standards for Teachers. Ensure all teachers are able to maintain accreditation at Proficient and are highly supported to move towards Highly Accomplished and Lead levels should they choose to do this.
- Ensure the successful implementation of the new History syllabus and monitor and review Mathematics and Science& Technology.
- Staff members to continue to refine their Performance and Development Plans to meet their needs and those of their students as well as ensuring they are aligned to the School Plan.

Strategic Direction 3

Engagement

Purpose

To increase the engagement of all students in a learning environment where they feel safe and valued, so they can reach their full potential by developing skills which will help them to succeed at and beyond school.

Overall summary of progress

Our focus this year has been the introduction of Positive Behaviour for Learning (PBL) across the school as a direction to help improve student well-being and engagement with the curriculum. A staff member has been trained to deliver modules and lead a school team to implement PBL at Yoogali, specifically focusing on our school needs. They have received support from the regional PBL team for our area.

Our strengths and areas to improve have been identified through an external evaluation. The school values of 'Safe, Respectful, Learners' have been fully supported by the community and are becoming an overriding feature of our student well-being framework.

Our daily breakfast program and fruit breaks have also been well received, with 95% of children having breakfast each day and fruit supplied by the school 2-3 times per week. Staff members have observed their classes more settled and ready to learn in the morning session.

Progress towards achieving improvement measures		Resources (annual)
All students show growth in positive behaviour, leadership and social choices.	Slight increase in major negative behaviours recorded, but staff are more vigilant in recording data as part of our PBL strategy to identify problematic areas and times. A decrease in the number of minor negative behaviours in the playground. The introduction of a reward system for positive playground behaviours has been a priority this year.	\$3,950 PBL- staffing, training and resources/rewards (Equity funding) \$800 LLW - Breakfast
Students capitalise on opportunities that exist with external agencies and become active citizens in our community.	Primary students made links with the local pre-school and seniors' centre. Shared class made books and crafts. Attended local government activity day. School involved in ANZAC march and ceremonies. Leaders represented school in "Sorry Day" ceremony. Children delivered local phone books to community for Lions Club. SRC donations to local charities.	\$1,000- bus/ travel (Equity funding) \$400 SRC donation
Parent, staff and student surveys indicate an increased positive school culture of inclusion and collective well-being.	Increased number of survey responses. More than 80% of community and 93% of students indicated the school was a welcoming, friendly place. Increased number of families involved in P & C meetings and activities.	\$230 – hospitality for parent meetings

Next steps

- Continue next phases of PBL implementation to maintain consistency in all classrooms and playground settings. Official PBL launch planned for latter part of 2016.
- Continue to build on partnerships with the pre-school and Scalabrini Village (seniors). Reciprocal visits each term to invite groups to school events and join in activities at each centre.
- Increase community involvement, utilising specific funding, focussing on collaborative decision making in regards to school planning and upcoming centennial celebrations.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding To deliver quality education to Aboriginal students. Educate all students about Aboriginal Australia.	All Aboriginal students have a Personal Learning Plan developed, monitored and reviewed in consultation with teacher, student and family. Individual support given to students to reach stage expectations. Aboriginal history and culture taught in all classes. School participation in cultural days for example, National Sorry Day and NAIDOC celebrations.	\$22,754 –Aboriginal Equity staff (SLSO) \$1,800 – Indigenous cultural workshop and visit. \$2,768 Norta Norta Individual support with additional SLSOs.
English language proficiency funding Class teacher and LaST to develop targeted intervention program in literacy. Parents able to access school information in first language as needed.	All students have targeted literacy programs in line with identified needs. Interventions provided through individual support. 'MultiLit' program commenced in 2015 to support reading development. School community celebrated Harmony Day and recognised cultural diversity in Australia.	\$1,615-Flexible Training and resources for MultiLit program
Targeted students support for refugees and new arrivals	No funding received in 2015	
Socio-economic funding Provide all students with equal access to Quality Teaching and extra-curricular activities provided by school and community	Additional staff employed to enable a fulltime SLSO position in each class, providing support to children in class and playground. Additional teacher employed to provide extra learning support to identified students. All students able to participate in all extra-curricular activities and excursions. Breakfast club and fruit break supplied daily.	\$45,649 \$30,000 – extra staff employed to work in learning support role and SLSO in class and group withdrawals. \$15,000 – resources, welfare, excursions
Low level adjustment for disability funding All students provided with Quality Teaching and appropriate adjustments for learning growth and success.	All students requiring adjustments identified in NCCD collection - 24 students in total. Individual plans developed for each child. Purchase of specialised equipment and resources to allow all students equitable access to the curriculum.	\$30,150 – Staff \$9,486 - Flexible
Support for beginning teachers	No funding received in 2015	
Early Action for Success The school is an Early Action For Success partner and has the support of an Instructional Leader to foster student learning and improve both literacy and numeracy outcomes for children in Kindergarten to Year 2.	Instructional Leader support received for all teachers and students K-2. Training for staff in L3 and TEN a focus in 2015. Students' progress monitored and plotted against continuums every 5 weeks. Students received tiered interventions as needed. Resources purchased for Literacy and Numeracy.	\$ 23,191- Staff \$4,000 - Training \$4,243 - Innovation

Mandatory and optional reporting requirements

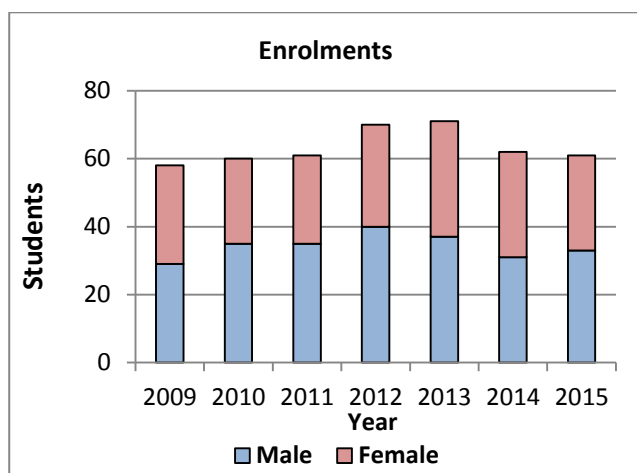
Student information

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

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	29	35	35	40	37	31	33
Female	29	25	26	30	34	31	28



Student attendance profile

School attendance is monitored daily and recorded electronically. The school continues to focus on reinforcing the importance of regular attendance.

The average daily attendance in 2015 was 94.0%

Year	2011	2012	2013	2014	2015
K	95.8	94.0	95.8	96.0	95.1
1	92.9	95.6	95.1	93.5	92.4
2	92.6	95.1	96.7	95.3	95.0
3	95.8	93.7	93.0	95.3	95.2
4	94.6	93.4	93.8	98.4	93.8
5	91.9	95.0	97.9	91.8	96.2
6	95.7	88.4	95.0	94.2	92.7
Total	94.3	93.9	95.3	94.6	94.0



Management of non-attendance

The majority of our students attend school regularly. The school actively sought an explanation for all absences and continued to implement successful strategies for non-attendance, such as;

- Reminder letters for unexplained absences.
- Phone contact with parents and carers.
- Monitoring late arrivals and early leavers in a sign in /out register.
- Presenting 100% attendance awards at the school's annual Presentation Night.
- Home School Liaison Officer intervention and improvement plans when necessary.

Class sizes

Roll class	Year	Total in class	Total per year
K-1	K	8	18
	1	10	18
JUNIORS	2	8	19
	3	8	19
	4	3	19
SENIORS	4	7	23
	5	4	23
	6	12	23



Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	2.0
Teacher of Reading Recovery	0.21
Learning and Support Teacher	0.3
Teacher Librarian	0.168
Part-Time Teacher	0.168
Release From Face to Face Teacher	0.126
School Administrative & Support Staff	1.836
Itinerant Teacher of Visual Disabilities	1.0
Total	6.808

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as being of Indigenous Heritage.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	0%

Professional learning and teacher accreditation

All teachers at Yoogali Public School are committed to their ongoing professional development. Our professional learning is aligned to our school targets and focuses on the development of Quality Learning, Teaching and Leadership and Engagement.

In 2015 funding was used for courses, conferences and staff development days in the following areas;

- Mandatory training for all staff including SASS and School Learning Support Officers in Keeping Them Safe, Code of Conduct, CPR, Emergency Care, Asthma and Anaphylaxis and WHS Induction.
- How2Learn – School Trainer attended course and delivered modules to all staff.

- L3 – Language, Learning and Literacy (Stage 1 teacher)
- Targeting Early Numeracy – completed by all teaching staff members.
- PLAN training and using the Literacy and Numeracy continuums – all teaching staff.
- Online training – ‘Understanding Autism Spectrum Disorders’ – all staff.
- Aboriginal pedagogy - one staff member.
- Performance and Development Framework.
- Financial programs - attended by School Administration Manager and Principal.
- Programming for multi-stage classrooms - 3 teachers attended.
- ‘Habits of Highly Effective Teachers’ – all staff.
- ‘Bridges out of Poverty’ – 4 teachers.
- GROWTH coaching – 1 teacher.
- Assistant Principal and middle executive meetings and conferences – 2 staff.

Expenditure for the year in professional learning was \$ 8271.90, which includes course fees, relief staff and travel costs.

Total expenditure for 2015 was \$ 13254.00 which on average was \$ 1204.00 per staff member.

There are three staff members maintaining accreditation at Proficiency level. One staff member has begun the process of achieving accreditation at Highly Accomplished level.

Staff Development Days were attended by all staff. Activities covered included mandatory training, Non-Crisis Intervention training, data collection and 2015-2017 School Planning.



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	70740.09
Global funds	97814.78
Tied funds	217769.25
School & community sources	19671.62
Interest	2786.56
Trust receipts	6736.60
Canteen	0.00
Total income	415518.90
Expenditure	
Teaching & learning	
Key learning areas	10124.23
Excursions	6741.98
Extracurricular dissections	10587.21
Library	1411.66
Training & development	8271.90
Tied funds	183800.43
Casual relief teachers	2488.49
Administration & office	20790.67
School-operated canteen	0.00
Utilities	24635.10
Maintenance	11431.56
Trust accounts	8055.98
Capital programs	23054.82
Total expenditure	311394.03
Balance carried forward	104124.87



School performance

NAPLAN

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN – Year 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015, 8 students in Year 3 sat the NAPLAN assessment.

In **Reading**, students in Year 3 achieved results from Band 2 to Band 5 with 50 % of students achieving Band 4 and above.

In **Writing**, students in Year 3 achieved results from Band 1 to Band 5 with 37.5 % of students achieving Band 4 and above.

In **Spelling**, students in Year 3 achieved results from Band 3 to Band 5 with 25 % of students achieving Band 4 and above.

In **Grammar and Punctuation**, students in Year 3 achieved results from Band 3 to Band 5 with 50 % of students achieving Band 4 and above.

NAPLAN – Year 3 Numeracy

In **Numeracy**, students in Year 3 achieved results from Band 3 to Band 5 with 50 % of students achieving Band 4 and above.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	75.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

NAPLAN – Year 5 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small number of students in our class groups, results cannot be reported on as that may allow individual students to be identified.

NAPLAN –Year 5 Numeracy

Due to the small number of students in our class groups, results cannot be reported on as that may allow individual students to be identified.

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

There was a strong to very strong agreement by a majority of respondents that:

- Students are expected to do their best and are provided feedback to support their learning.
- Parents feel comfortable speaking with teachers about their child's education and or welfare needs.
- 30% of parents think that student behaviour is an area for improved management, so that students feel safe at school.
- Most staff agreed that the school continuously looks for ways to improve its practices.
- Most students agreed that school was a fun and interesting place to learn and they enjoyed doing new and different things.

Policy requirements

Aboriginal education

Aboriginal education is an integral component of the culture of Yoogali Public School. Teachers ensure relevant perspectives are embedded into all teaching and learning programs, with a particular

focus on local content highlighting the significance for our school community.

One staff member attended Aboriginal pedagogy training focusing on the '8 ways of learning'. This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on and reflective techniques, use of symbols and metaphors, land-based learning, indirect and synergistic logic, modelled and scaffolded genre mastery, and connectedness to community.

Units of work covered in classes this year included:

British Colonisation of Australia - which investigated effects and consequences on Aboriginal people before and after 1788 until present day; and

Australian Identity – which highlighted prominent Australians and the contributions they have made to our culture and heritage. A number of Indigenous Australians were studied in detail.

Specific initiatives that highlight Aboriginal education and raise awareness of Aboriginal history and culture in Australian society include:

- "Acknowledgement of Country" by student leaders and teachers at all assemblies and special occasions; and
- The celebration of NAIDOC week at school with a variety of activities. We welcomed **Mark Saddler**, a Wiradjuri man who came to share stories on language, dance, art and games. All children dressed in red, yellow and black to represent the Aboriginal flag. Students were then able to assist in the planting of a native garden in the school grounds.

Multicultural Education and Anti-racism

Cultural diversity is acknowledged and celebrated at our school. Multicultural perspectives are integrated across all Key Learning Areas.

We enjoy an inclusive school community and promote a racism free learning environment.

All students participated in the school's celebrations of Harmony Day with a variety of activities to promote respect and celebrate diversity.

The school has a trained Anti - Racism Contact Officer to deal with any complaints of a racial or discriminatory nature.