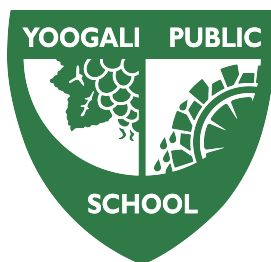


# Yoogali Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Yoogali 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.

Leanne McWhirter

Principal

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## 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 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 26 children with 2 multi stage classes.

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

Socio-economic-background

Aboriginal background

Low level adjustment for disability.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

In 2016 we looked at the School Excellence Framework as a staff and assessed where we believed the school was achieving against elements of the framework.

In the domain of Learning, the staff indicated through the evidence gathered that the school was at the following levels--:

1. Learning – Sustaining and Growing
2. Wellbeing – Delivering
3. Curriculum and Learning – sustaining and Growing
4. Assessment and Reporting – Delivering

## 5. Student Performance Measures – Working towards Delivering

In 2016 the school continued to work on developing student skills through the continued implementation of the Early Action for Success program. Student learning was carefully monitored and adjustments were made where necessary.

In the domain of teaching, the staff indicated through the evidence gathered that the school was at the following levels

1. Effective Classroom Practice – Sustaining and Growing
2. Data and Skills Use – Delivering
3. Collaborative Practice – Delivering
4. Learning and development – Sustaining and Growing
5. Professional Standards – Sustaining and Growing

In 2016 we focused on Positive Behaviour for Learning to improve effective classroom practice.

In the domain of leadership the staff indicated through the evidence gathered that the school was at the following levels;

1. Leadership – Delivering
2. School planning and Implementation reporting – Delivering
3. School Resources – Sustaining and Growing
4. Management Practices and Processes – Sustaining and Delivering

As a new principal part way through 2016 we focused on putting in place processes to allow parents and community members to engage with the school in a positive manner.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## 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

In 2016 we continued to put in place Early Action for Success (EAfS) program. Staff members were trained where appropriate in the L3 program which was implemented in the K–2 classroom. Staff development also took place around the literacy continuum to grow staff understanding of the clusters and to build continuity of teacher judgement when placing students on the appropriate cluster level.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	In 2016 staff worked on placing students on the continuum across the school setting.	Instructional Leader
Learning activities across all curriculum areas will be data informed to ensure personalised learning is provided for all students.	Staff looked at various forms of data and how this can be used to inform personalised learning for all students.	Instructional Leader

#### Next Steps

To stretch the use of the Instructional Leader model to incorporate Years 3–6.

K–6 five weekly continuum review and evaluation where students will be targeted according to the data collected.

Work towards having Personalised Learning Plans for all students K–6.

## 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 NSW Teaching Standards.

#### Overall summary of progress

Mathematics and Science and Technology syllabi are being implemented in all class programs and monitored and reviewed by the school's supervision processes.

All teachers' Performance Development Goals are all linked to Australian professional Standards for Teachers.

An annual cycle of the Performance Development Framework has been successfully completed as teaching staff have developed professional learning goals, been involved in classroom observations, shown evidence of learning, evaluated and reviewed goals and have begun to plan for 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will engage with the Quality Teaching Model and take responsibility for their professional growth against the Australian National Teaching Standards.	Staff have worked on developing their knowledge of the Australian teaching Standards.	
Documentation of teacher engagement with the annual Performance and Development cycle based on their PDP.	All staff have developed their PDP's inline with the Australian Teaching Standards.	

#### Next Steps

Staff will complete their PDP's against the Australian Teaching Standards and develop their overall knowledge of the Quality Teaching framework through targeted Professional learning.

## 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

In 2016 we put in place and implemented the Positive Behaviour for Learning program. The program resulted in overall improvement in student behaviour within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show growth in positive behaviour, leadership and social choices.	Record sheets collected from teachers on playground duty showed a growth in positive playground behaviour.	
Students capitalise on opportunities that exist with external agencies and become active citizens in our community.	Students participated in <ul style="list-style-type: none"><li>• the ANZAC march in Griffith</li><li>• fundraising activities for charity organisations</li><li>• Scalabrini Village visits to entertain and interact with the residents of the nursing home</li></ul>	
Parent, staff and student surveys indicate an increased positive school culture of inclusion and collective well-being.	100% parent surveyed indicated that they strongly agreed or agreed that Yoogali Public School has a positive culture inclusion and collective wellbeing.  91% of students surveyed indicated they liked being at Yoogali Public School and that they felt the school took students seriously.	

#### Next Steps

The school will look at implementing the "Tell them from me" surveys which will provide us with detailed information on student, parent and teacher perceptions of where Yoogali PS lies in relation to other NSW schools.

Extend PBL into the classroom setting to ensure both classrooms are consistent in behaviour management

Engage with more external agencies within our community such as St Mary's School Yoogali to further develop community ties and interactions.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The Aboriginal Learning support officer worked with identified Aboriginal students to target their learning needs and improve student outcomes.</p> <p>Individual Learning Plans were developed for all Aboriginal students across the school with parental and student input.</p> <p>NAIDOC Week cultural activities took place. A Wiradjuri man was employed to work with all the students to develop their knowledge of Aboriginal culture.</p>	<p>Aboriginal Learning Support officer – 0.4 ( 2 days per week)</p> <p>Flexible funding \$ 1600</p>
<b>Low level adjustment for disability</b>	<p>All students with low level learning disabilities were targeted through learning support in the classroom and adjustments were made to program delivery where required. Teachers delivered intervention programs on an individual or small group basis according to the identified needs. This intervention allowed students to maintain steady progress throughout the school year across aspects of literacy and numeracy.</p> <p>An SLSO provided additional support in the classroom environment .</p> <p>All staff took part in Trauma training in Semester 2 . This enabled them to gain an understanding of how students have been effected by trauma and adjustments that can be made to assist their learning and wellbeing while at school.</p>	<p>Staffing allocation 0.3</p> <p>Flexible Funding \$8217</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>In 2016 staff were released to work with the instructional leader to develop their knowledge of how to cater for the students in a multi staged classroom.</p>	<p>Staffing allocation 0.036</p>
<b>Socio–economic background</b>	<p>In 2016 funds were expended on providing staff with appropriate Professional learning. This included PBL, L3 and L3 Stage 1.</p> <p>Students excursions were also subsidised to allow all students the opportunity to take part.</p>	<p>Flexible funding \$ 56 315.00</p>
<b>Early Action for Success</b>	<p>In 2016 Yoogali PS was in it's second year of the Early Action for Success (EAFS) program. This involved the employment of an Instructional Leader who worked with the K–2 staff.</p> <p>Students' progress was monitored and plotted against the continuum and students received tiered interventions as needed.</p>	<p>\$ 23.036.27 – Staff</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	37	31	33	13
Girls	34	31	28	10

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96	95.1	94.8
1	95.1	93.5	92.4	89.2
2	96.7	95.3	95	96.9
3	93	95.3	95.2	95.5
4	93.8	98.4	93.8	93.4
5	97.9	91.8	96.2	93.7
6	95	94.2	92.7	98.8
All Years	95.3	94.6	94	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Attendance rates in 2016 have remained above state average. Attendance is monitored closely and student absences are followed up with letters and phone calls.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.33
Other Positions	1.02

One staff member identifies as being of Indigenous Heritage.

### Teacher qualifications

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

### Professional learning and teacher accreditation

All staff at Yoogali Public School are committed to their ongoing professional development.

Professional Learning included:

1. TPL network Learning Continuum
2. Positive behaviour for Learning
3. Strategies for Managing Abuse Related Trauma Online (SMART) training. Topics in this training included;
  - understanding the developing brain
  - trauma and its impact on the brain / body
  - trauma and memory /emotion/ connection/ representation
  - integrating SMART at school
  - the adolescent brain

During 2016 an average of \$1000 was spent on Professional Learning for teachers.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the annual general meeting of the P&C.

Income	\$
<b>Balance brought forward</b>	<b>104 124.00</b>
Global funds	93 807.00
Tied funds	191 277.00
School & community sources	26 116.00
Interest	2 636.00
Trust receipts	4 443.00
Canteen	0.00
Total income	422 407.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 082.00
Excursions	903.00
Extracurricular dissections	25 732.00
Library	1 423.00
Training & development	650.00
Tied funds	199 488.00
Short term relief	9 905.00
Administration & office	26 165.00
School-operated canteen	0.00
Utilities	28 028.00
Maintenance	7 692.00
Trust accounts	5 169.00
Capital programs	0.00
Total expenditure	320 241.00
<b>Balance carried forward</b>	<b>102 165.00</b>

## 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.

NAPLAN – Year 3 Literacy (including reading, writing, spelling, grammar and punctuation.)

Due to the small number of students in Year 3, results cannot be reported on as it may allow individual students to be identified.

NAPLAN – Year 3 Numeracy

Due to the small number of students in Year 3, results cannot be reported on as that may allow individual students to be identified.

NAPLAN – Year 5 Literacy (including reading, writing, spelling, grammar and punctuation.)

Due to the small number of students in Year 5, results cannot be reported on as it may allow individual students to be identified.

NAPLAN – Year 5 Numeracy

Due to the small number of students in Year 5, results cannot be reported on as that may allow individual students to be identified.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents and students about the school. In 2016 opinions were gathered via a survey sent out to all parents and students.

Responses were collated and are presented below.

100% of parents were in either agreement or strong agreement in all of questions surveyed.

They feel:

- Yoogali Public School has a positive culture of inclusion and well-being.
- Teachers expect children to do their best, treat students fairly, provide them with useful feedback and motivate them to learn.
- Their children feel safe and are making good progress.
- Yoogali Public School student behaviour is well managed.
- They are able to talk about their concerns and their opinions are taken seriously.
- Their child likes being at the school.

Positive comments about the direction of the school were very complimentary and highly approving of the current staff and school environment.

90 % of students were either in agreement or strong agreement with the following:

They feel:

- Safe and are treated fairly whilst being expected to do their best.
- They are able to talk to their teachers, given interesting things to do, are motivated to learn and provided with useful feed back.
- Student behaviour is well managed and they like being at Yoogali Public School.

## 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. This was achieved in 2016 by:

- Employment of an Aboriginal Learning and support Officer
- “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 and anti-racism education

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.