



2011

Yoogali Public School Annual School Report



Our school at a glance

Students

As you will see when you read the reports the students have been very successful in their extracurricular involvement in debating, KROP, Choir, SRC and especially the sporting events they have participated in.

Middle school involvement with Wade High School was still a highlighted success for the Year 6 students. They are more than ready to take the next step in their educational journey.

The Year 2/3/4 class also participated in the Peer Tutoring program with Year 9 students from Wade High in Term 3. All students enjoyed this involvement and interaction.

Annual programs and events such as intensive swimming, athletics and swimming carnivals, Education Week activities, the Primary Excursion to Borambola, the choir singing in the community and the Young Leaders Conference in Sydney were all highlights for 2011.

Staff

This year we welcomed Mrs Rachel Serafin, Miss Kate Doyle, Miss Amie-Lee and Mrs Debbie Fattore to our staff. We also sadly said farewell Mrs Margaret Everett and Mrs Christine Sweeney.

Mrs Jaimee Damini and her husband Ryan welcomed baby Rowdy into the world and said goodbye to Yoogali temporarily, while Jaimee went on to maternity leave.

Last but definitely not least Mrs Sarah Rinaldo (nee Doubleday) and her now husband, Shane, married!

Messages

Principal's message

What a busy and productive year 2011 turned out to be! There has been so much happening every week that the year has flown by yet again.

We have achieved so much that it is hard to remember everything!

The School

The school has undergone many changes in the last 12 months including the completion of the new library, demolition of the old rebound wall and the

construction of the new multipurpose ball court. The relocation of the car park is still in the pipelines, slowly but steadily!!

The P&C

As always the school's P&C has worked tirelessly for our school and the students. They introduced the new sports uniform for all students, which looks amazing! As I type they are in the process of organising the end of year activities. This small but mighty group of parents provides very much appreciated funds and support to our school. I would like to take this opportunity to publicly thank them for their dedication and input into Yoogali Public School. Thank you!

The Yearbook

This is the Third Edition of the East St Editorial. This year it was professionally printed by MSP Photography and looks incredible. It contains reports, Year 6 profiles, Class Pages, Staff Comments and photos of 2011.

Thank you

Thank you to all the parents and community members for supporting Yoogali Public School so wholeheartedly during 2011. Every little bit counts! Thank you also to the staff of our school who go above and beyond the call of duty on a daily basis. This team is a great one and I feel privileged to be a member of it.

Good luck to all students who are moving on to new schools next year. I hope you take fond memories of Yoogali with you.

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

Monica St Baker

P & C message

This year has been a relatively quiet year for the P&C although having said that, we have still raised a substantial amount of funds for the school. It is becoming increasingly difficult for such a small committee to find the time as individuals to undertake all the activities we plan. We would sincerely ask you all to consider supporting the P&C, even if it is for just one activity in 2012 to help to take the pressure off the committee and teachers.

Many parents opt not to attend P&C meetings but readily support us by assisting at fundraising events. If you are a parent who would also like to support us in this capacity, please see us early next year.

Our uniform shop has proven to be a great success. It is located in the canteen. We would like to thank Mrs Vicki Spence, our School Administration Manager, who sells the uniforms on our behalf. This means uniforms can be purchased any day of the week from school without the need for a parent to be rostered on at specific times.

As you would be aware we introduced a new sports uniform last year with a three year phase in period. We are happy to say that 99% of students all wear the new uniform. Thank you to all the parents for your support in this. The students look great on sports day.

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

- Providing a BBQ supper at last year's Presentation Night
- Our annual chocolate drive
- Easter Hot Cross bun drive and raffle
- A very successful cake stall at the State election
- We have held both Mothers' Day and Fathers' Day stalls, which the children really enjoyed.
- During Education Week the school encouraged parents to attend an open day where the students created an artwork. This could be purchased to create calendars, Christmas cards and diaries for 2012. This was a fun and successful activity.



Above: Mrs Draper and Laycie Taylor at the face painting stand on the Family Fun Day.

- For the first time we held a Family Fun Day. The students and teachers organised and ran fun activities such as ping pong plop, sock wrestling, Jaffa Smash and sponge the teachers, using tokens as payment, while the P&C held a BBQ, drinks stand, face painting, jelly bean guessing and a jumping castle. Unfortunately the rain cancelled our afternoon activities; however we all had a great time.
- As usual our daily school canteen is our biggest fundraiser. Again I would like to thank the staff at Yoogali Public School who run this for us each day. Without this support we would only be able to run the canteen one or two days per week.
- Annual Christmas hamper raffle

Next year we have already started to organise a Bunnings BBQ, Lamington Drive and as the Family Fun Day was such a success we will be holding that again.

The P&C committee would like to thank all of our wonderful parents and staff for their support they have given us throughout 2011. We look forward to another productive year in 2012.

Our first meeting for 2012 will be held on Wednesday 15th February. Our AGM will also be held on the same night. We would like to extend a warm invitation to parents and community members to come along and join us.



Above: Sock wrestling was a hit at Family Fun Day.

Once again we thank you all for your support and look forward to working with you in 2012.

We presented to Monica a \$3000 cheque from the P&C which she has deposited into the school budget to support our children. She will purchase text books for literacy and numeracy for the students for 2012.

Mrs. Aimee Gibbs – P&C President

Captains' message



Hi, we are the captains of Yoogali Public School. We have had a lot of adventures together like having Anzac Day at our school. We had to run the ceremony which was great for us. We also went to the Anzac Day march in Griffith. We had to walk up and down Banna Avenue and we had to place the school wreath at the Cenotaph. We also went to Griffith Central to promote Education Week and KROP with Mrs St Baker. There were other schools there also promoting NSW Public Education Week and KROP. We had to give out flyers to the people in central.

We also went to Sydney for the Young Leaders Conference. We had to stay in a hotel for the night then the next day we went to the Sydney Entertainment Centre. The guest speakers came and spoke to us about responsibilities and how to be a good leader. The people who spoke to us were Mike Martin the National Manager of the Halogen Foundation. He told us that "influence is a big responsibility and leaders need to show people they care". The second speaker was the NSW Fire and Rescue Commissioner, Greg Mullins, and his main point was leadership is about people recognising the efforts of others. Kurt Fernley the Para Olympian was next. He crawled along the Kokoda Track. His main point was there are always ways through, around and over a problem; just take the time to find it. The next person was Jessica Watson who is the youngest solo sailor in the world. Her main point was that a lot of things happen behind the scenes by other people that make dreams come true. There was a dance crew who came to perform for us called Capri. The last speaker was Talia Fowler. She was a

dancer and her main point was work harder, aim higher and dream bigger.

The responsibility of being a school leader is to always set good examples to our peers and never break school rules. The other responsibilities we have was running assemblies at our school, wearing the correct uniform everyday of the week, behaving outside and in school; for example at Griffith Central, Young Leaders, Parliament House, Borambola and intensive swimming.

As Captains we have a formal uniform which is a black blazer and a green tie and we wear it to events outside of our school. We wear our uniform with pride knowing that we represent all the students and staff of our school.



Above: Laurence Laviano and Rebecca Carnell at Sydney's Young Leaders Conference

We would like to wish next year's captains the very best of luck and hope they enjoy their role as much as we did.

Rebecca Carnell (C) and Laurence Laviano (VC)

School Representative Report

The Student Representative Council is made up of students from Year 1 to Year 6.

Every year the SRC is elected by our peers. We organise fundraisers to raise money for a selected charity and also to give a gift to our school.

In the past we have donated to charities such as Country Hope, Griffith Base Hospital Children's Ward and Langanyah Youth Refuge. We have also purchased class sets of games, created the pond garden buying the bird bath and plants, set up the Principals' and vice captains' Honour boards.

This year we managed to raise \$1200 which we are very proud of. As a gift to our school we chose \$600 worth of books from our school book fair. They are already in the library for students to borrow. We also decided to donate \$600 to the Sisters of Charity Remote and Rural Group. This group sent money to our school to support a family with school uniforms and excursions.



This year it included all the Year 6 students who are Rebecca Carnell, Laurence Laviano, Katelin Taylor, Chloe Mott, Falaoa Motufau, Megan Gibbs, Nathan Lawlor, Mikaela Noonan (a), Taylah Keith. The rest of the SRC included Leslie Singleton, Darcie Carnell, Nicholas Rasmussen (a), Jessica Carnell and Jonathon Rasmussen (a).

We would like to thank Mrs Damini, Miss Doyle and Mrs Hutch for all their help with our fundraisers this year. We wish next year's SRC all the best.

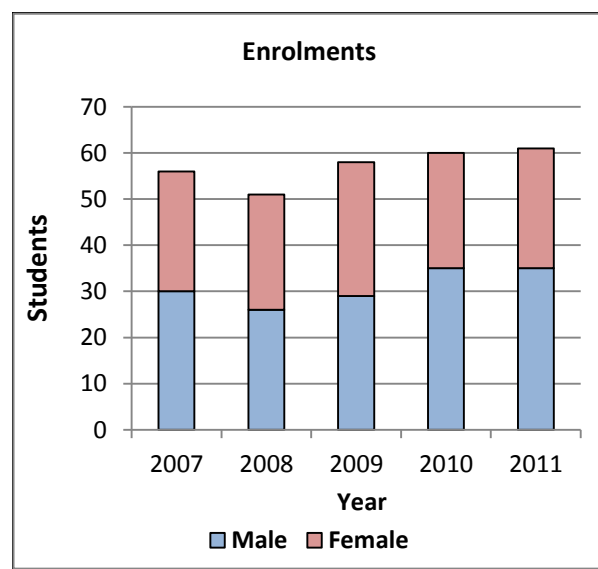
Student Representative Council 2011

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



The overall enrolment of students at Yoogali in 2011 was 73 students. This is the highest total enrolment the school has had.

Families have relocated to Queensland, Lismore, Wagga and Orange to seek employment opportunities throughout the year which explains the fluctuation in student enrolment numbers.

Student attendance profile

School	Year	2008	2009	2010	2011
	K		95.1	96.4	95.8
	1		95.6	93.6	92.9
	2		93.5	98.2	92.6
	3		91.9	94.9	95.8
	4		96.7	92.4	94.6
	5		96.9	96.7	91.9
	6		94.9	95.7	95.7
	Total	94.5	95.1	95.2	94.3
Region	K		93.8	94.1	93.6
	1		93.3	93.9	93.6
	2		93.2	93.8	93.8
	3		93.6	93.9	93.6
	4		93.4	93.8	93.4
	5		93.2	93.6	93.4
	6		92.9	93.4	93.1
	Total	93.4	91.4	93.8	93.5
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3

We have has a vast number of contagious illnesses through the school this year. Considering this, the school average for attendance is still at state average.

Management of non-attendance

Yoogali Public continues to focus on reinforcing the importance of regular and sustained attendance. Over the past four 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 still maintain an attendance rate at state average.

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

During 2011 we continued to:

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

At Yoogali Public we have fostered a culture of regular attendance and will continue to be vigilant in order to encourage the increase of student learning outcomes.

Class sizes

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 2011 Class Size Audit conducted on Monday 21 March 2011.

Roll class	Year	Total per year	Total In class
K-1	K	11	
K-1	1	6	17
2-3-4	2	10	
2-3-4	3	5	
2-3-4	4	3	18
4-5-6	4	6	
4-5-6	5	7	
4-5-6	6	9	22

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 five and a half days. Specialised support learning programs include Reading Recovery, Support Teacher Learning Assistance, Library, Release from face to face teaching and Principal's Release.

Staff establishment

Position	Number
Principal	1.0
Classroom Teachers	2.0
Teacher (part time, RFF)	0.294
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.168
School Administration Manager	1.0
School Administrative & Support Staff	0.446
SLSO – Aboriginal Students	0.4
Total	5.508

The teaching staff bring a broad range of experience to our school, from New Scheme Teachers (NST) to staff with 17 years of experience.

We are very fortunate to have a permanent School Learning Support Officer (SLSO) for Aboriginal students two days per week. Yoogali also employs two SLSOs through the Students Assistance funding who support students with specialised needs and learning disabilities..

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

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

Of the 14 staff members at Yoogali Public School, two staff members are Indigenous.



Back row: Vicki Spence, Michelle Hutchison, Nikki Callinan, Margaret Everett, Amie-Lee Gibbs, Sarah Rinaldo, Kate Doyle

Front: Monica St Baker

Absent: Jaimee Damini, Jane Gibbs, Laurie Finley, Rachel Serafin, Christine Sweeney, Debbie Fattore

Staff retention

Staff fluctuated throughout the year. Various forms of extended leave were taken where staff needed to be replaced for long periods.

In regard to permanent staff movement, there was no change for 2011. Mrs Spence was successful in her application to remain at Yoogali in the capacity as the permanent School Administration Manager.

Teacher qualifications

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

All teachers have a degree in education (Early Childhood or K-6). 14% of staff have a double degree with a major in Primary Education pedagogy.

Qualifications	% of staff
Degree or Diploma	86
Postgraduate	14

Financial summary

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

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	91586.00
Global funds	77062.72
Tied funds	68260.96
School & community sources	19934.11
Interest	6232.23
Trust receipts	19523.51
Canteen	0.00
Total income	282599.53
Expenditure	
Teaching & learning	
Key learning areas	12136.23
Excursions	6705.00
Extracurricular dissections	7535.73
Library	1319.09
Training & development	1742.85
Tied funds	74038.75
Casual relief teachers	11818.84
Administration & office	26074.15
School-operated canteen	0.00
Utilities	18070.62
Maintenance	8427.48
Trust accounts	16732.61
Capital programs	14803.27
Total expenditure	199404.62
Balance carried forward	83194.91

The majority of families contribute to the school through payment of the voluntary school contributions.

The school's P&C Committee also contribute an annual figure of \$3000 towards the global budget. This is in addition to other support provided by the committee.

Tied grants such as Drought and Student Assistance are utilized to support students and their families. This year the funds were used to heavily subsidise a major excursion for all primary students to Borambola and for various day excursions for all students. Other forms of assistance were provided to families in need.

A full copy of the school's 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

KROP

Once again the students of Yoogali Public School shined at the Griffith Regional Theatre in their performance of "A day in the life of Chester!"

Students from Year 1 to Year 6 were represented in their school item. The students dramatized a story of a cheeky crocodile who was bullying the other young animals in the swamp, until he was "snapped" back at.

The older students then demonstrated their prowess by "dancing" on body boards to Elton John's Crocodile Rock. The formations and dexterity of the students was outstanding and their hard work and practice certainly shone through.



Above: The whole cast of "Chester"



Above: The ducks hiding quietly in the swamp!

Presentation Night – Jungle Theme

This year the staff decided to present individual class items to the parents with a common theme. The theme for 2011 was "Jungle".

All classes presented two items.

K/1 Five Cheeky Monkeys (play)
The Lion Sleeps Tonight (dance)

2/3/4 King of the Jungle (poem)
George of the Jungle (song)

4/5/6 Take a Walk in The Rainforest (poem)
Hey, Hey We're the Monkees! (Song)

The whole school then sang Christmas carols in both Italian and English.

Education Week

Our school participated in several Education Week activities to promote Public Education to the Griffith community. They included:

- The infants class performed a dramatization of "The Very Hungry Caterpillar".

Below: Sarah Atkinson as the new butterfly.



- The primary choir sang several songs ranging from traditional music to 60's pop and rock.

School Choir

This year the Choir performed at several venues and community events. These included:

- Education Week activities at Griffith Central Plaza
- Performances at local nursing homes for Senior's Week and Christmas Carols
- Weekly School Assemblies

Italian language reintroduced

This year the teaching of Italian language and culture was reintroduced at Yoogali Public School. The students in the Year 4/5/6 class have studied the lifestyle of the Italian people and learned basic conversational language through the understanding and answering of questions and through song.

This will continue in 2012 for the Year 5/6 class. Both Mrs St Baker and Mrs Callinan speak Italian so the students in the class benefit from this expertise.

Sport

This year has been jam packed with sport. Term 1 started off our busy year with bocce and carpet bowls as our term sport. This was held at the Catholic Club Yoogali. We would like to thank the club for allowing us to utilise their facilities and also for the end of term bbq that they provided.

Also in Term 1 Yoogali students were involved in the intensive swimming program. This program meant students went swimming everyday for 2 weeks. Students loved it and all students made wonderful progress in their swimming.

The small schools swimming carnival was also held in Term 1 on the 14th of February. Students from 3-6 attended along with some of our Year 2 students. We had two boys qualify for the district swimming carnival. Laurence Laviano qualified for the Snr boys 50m freestyle and Nicholas Rasmussen for 9yrs boys 50m freestyle.

The Griffith District Rugby League Trials were held in Term 1 at Parkview Public School. Luke Mott was successful in gaining a position. The small school touch trials were also held in Term 1. Luke Mott and Dale Lyons were successful in gaining positions in the boys team and Megan Gibbs and Rebecca Carnell for the girls team. Both small schools team played well but unfortunately the girls team was

knocked out in the first round by Griffith Public School. The boys team won their first round game against Griffith Public School 4-3. The boys were knocked out in their second round encounter.

Term 2 was just as busy for students and sport. For school sport students did cross country training and athletics in preparation for the cross country carnival and small schools athletics carnival.

In the cross country carnival we had 15 students compete. All students performed magnificently and achieved some fantastic results.

The Small Schools athletics carnival was held on the 27th of June. Students from Year 2 to Year 6 competed in the carnival. All students participated in the day and achieved some fantastic results. The results are listed below.

RUNNING

9yr Girls 100m

1st Darcie Carnell

9 Yr Boys 100m

2nd Nicholas Rasmussen

3rd Matthew Keith

10 Yr Boys 100m

3rd Luke Mott

11 Yr Girls 100m

1st Rebecca Carnell

Jnr Boys 200m

3rd Luke Mott

SHOT PUT

Jnr Boys

1st Luke Mott

11 Yr Boys

1st Falaoa Motufau

11yr Girls

1st Rebecca Carnell

Snr Boys

1st Laurence Laviano

DISCUS

Jnr Girls

3rd Darcie Carnell

11yr Girls

2nd Rebecca Carnell

Jnr Boys

2nd Luke Mott

Snr Boys

1st Laurence Laviano

High Jump

Jnr Boys

2nd Luke Mott

11yr Girls

1st Rebecca Carnell

Snr Boys

2nd Jacob Warry

Long Jump

Jnr Boys

2nd Dale Lyons

3rd Luke Mott

RELAYS

Jnr Boys

2nd

Luke Mott

Dale Lyons

Cody Angel

Nicholas Rasmussen

Jnr Girls

3rd

Darcie Carnell

Rebecca Lyons

Jessica Carnell

Isobelle Smith

Snr Boys

2nd

Leslie Singleton

Jacob Warry

Nathan Lawlor

Osman Ozgur

Snr Girls

3rd

Rebecca Carnell

Megan Gibbs

Emily McPherson

Taylah Keith

Rebecca Carnell, Darcie Carnell, Luke Mott and Falaoa Motufau qualified for the Griffith District Athletics carnival. They achieved outstanding results and represented Yoogali Public with pride.

Their results are listed.

- Rebecca Carnell 3rd place in 100m.
- Luke Mott for 2nd place in discus with a throw of 22.9 m
- Falaoa Motufau for 4th place in shot put.
- Darcie Carnell for 1st place in 100 m.

Rebecca, Luke and Darcie qualified for the Riverina District carnival where once again they represented Yoogali with pride and achieved fantastic results. Both Rebecca and Darcie ran in their age division for the 100 metres. Darcie went on to the finals after being successful in her heat and was placed 10th in her division, with Rebecca coming 4th (23rd Overall) in her heat. Luke threw his discus 18.50 m coming 10th in his age division.

Mortimer Shield was held during Term 2. Falaoa Motufau, Laurence Laviano, Osman Ozgur and Luke Mott represented Yoogali as part of the Small Schools team. The boys' behaviour and sportsmanship need to be acknowledged and commended. The boys won 2 out of their 4 games. The team had a brand new uniform which looked amazing. The Griffith Leagues Club purchased the shirts for the team with each of the seven schools pitching in to purchase shorts and socks also.



Above: Small Schools Mortimer Shield team

Term 3 was just as busy for sport. Each week for school sport students were rotated to play netball, soccer and touch. During the term there were some great improvements in students' ability and knowledge of each of the different sports played.

Term 3 also saw a very successful Trent Barrett Shield. Luke Mott, Dale Lyons, Jared Martin and Cody Clark represented Yoogali in the Small Schools team. In the cold, wind and rain the team played

exceptionally well. First they played against Griffith Public School and won 16-8, the next game was against St Patrick's and again the boys won 28-4. This put the team in the finals for their pool. The boys played this game against Beelbanger and again won 20-0. With the boys winning they now were heading over to Wagga to play.



Above: Small Schools Trent Barrett Shield team

On Wednesday the 31st of August the Trent Barrett Small Schools team went to Wagga. The first team they played was against Hume Public School. The boys won this game 16-8. This put the team in the semi-finals and they needed to win the next game to get to the grand final. The boys played a tough game against St Anne's Temora but unfortunately after a big effort lost 20-16. St Anne's went on to win the grand final. The Small Schools team went into the play-offs for fourth position against St Joseph's Leeton winning 24-16. The boys played extremely well and should be very proud of their efforts.

Thank you also to the parents and family members who travelled to support the team. The boys also met Trent Barrett who watched their game against St Anne's (Trent's old school). He congratulated the team also on a very fine game. Luke Mott was nominated as player of the day for the small schools team. Thank you once again to Stephen Mott who coached the boys. His enthusiasm and gentle approach with the boys is very much appreciated.

This at last brings us to Term 4. School sport for Term 4 is tee-ball, continuous cricket and tabloid games.

I hope next year we have as much fun and success in sport as we did this year!

Mrs Sarah Rinaldo
Sports Coordinator 2011

Other

Debating

This year Yoogali students entered the Griffith Debating Competition. The team debated against other local schools on topics such as "Parents ruin our fun!" "Some rules should be broken every now and then" and "Charity should start at home."

Our debaters included:

- Laurence Laviano
- Rebecca Carnell
- Megan Gibbs
- Bethany Parsons and
- Kurt Power
- Falaoa Motufau

The team also attended a learning day that taught the students:

- How to define an argument in the affirmative or negative form;
- Team line;
- The individual roles of each speaker;
- Matter;
- Method;
- Manner and
- Rebuttal



Camps and Excursions

This year the primary students went to Borambola Sports and Recreation Camp for their annual excursion. The students from Bilbul Public School joined Yoogali this year.

Students participated in many sporting and recreational activities including:

- BMX bike riding
- Rock climbing
- Kayaking
- Jungle gym activities
- Mini Olympics

- Participating in night activities

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)

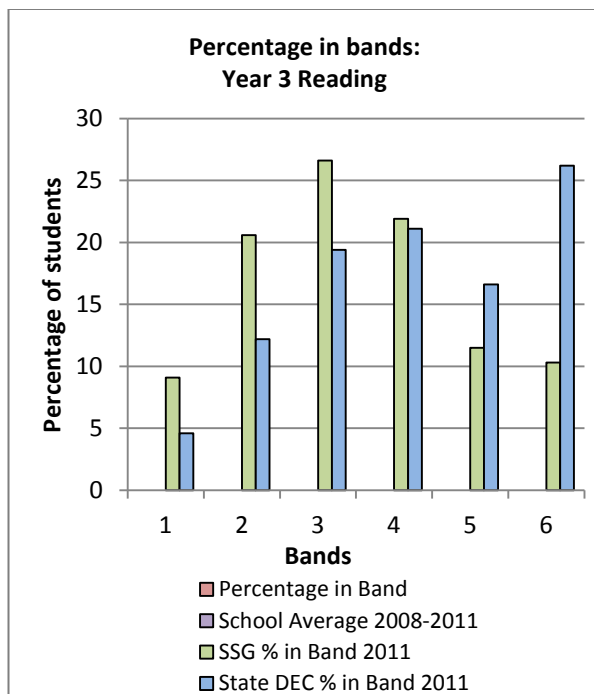
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

Literacy – NAPLAN Year 3

The 'Percentage in Band' and 'School Average' columns for all strands of Literacy are not shown in the results as there were less than 10 students in Year 3 who sat the NAPLAN assessments for 2011.

Reading

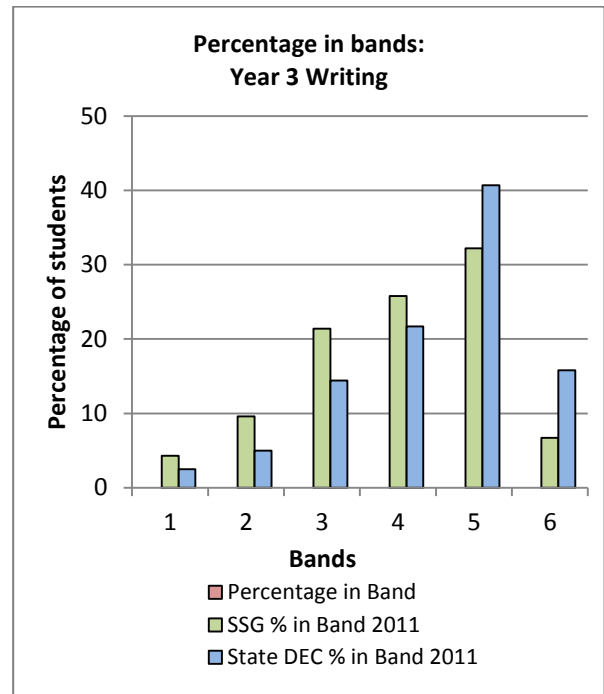


Students in Year 3 achieved results from Band 2 to Band 6 in the strand of Reading with 67% of students achieving Band 3 to Band 6.

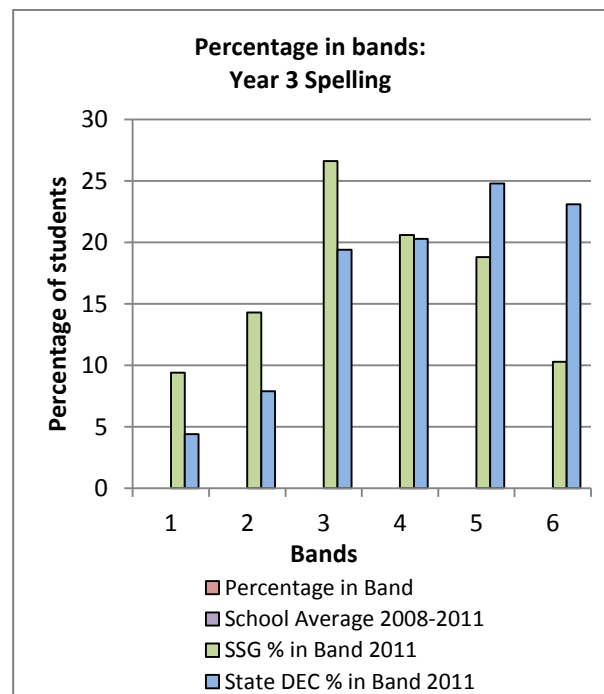
Writing

School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Students in Year 3 at Yoogali Public achieved outstanding results in writing. All students tested ranged from Band 4 to Band 6.

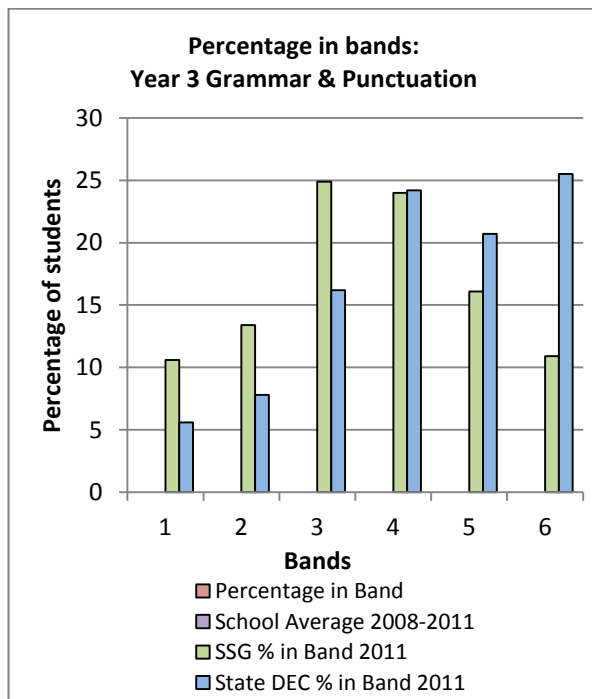


Spelling



The school's spelling results were pleasing, however the students scored lower in spelling than writing and reading. 67% of students achieved Band 3 to Band 6.

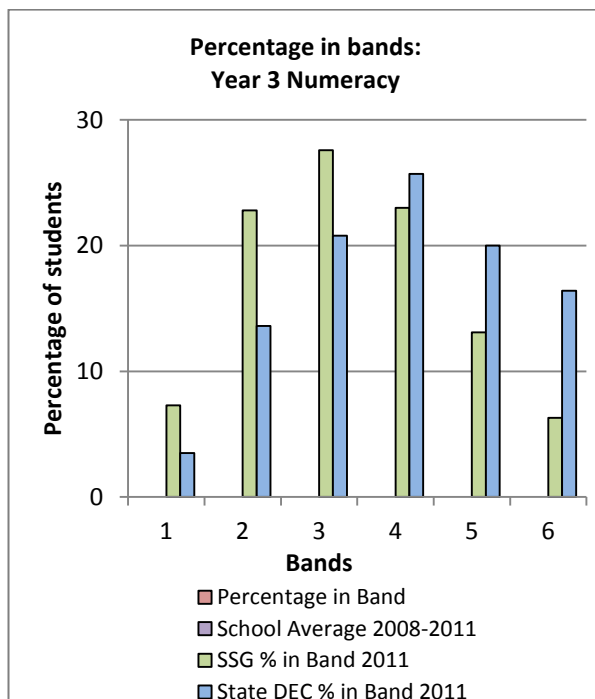
Grammar and Punctuation



The students in Year 3 achieved outstanding results in the Grammar and Punctuation assessment. 84% of all Year 3 students achieved Band 3 to Band 6 in this assessment task.

Numeracy – NAPLAN Year 3

The 'Percentage in Band' and 'School Average' columns for all strands of Numeracy are not shown in the results as there were less than 10 students in Year 3 who sat the NAPLAN assessments for 2011.



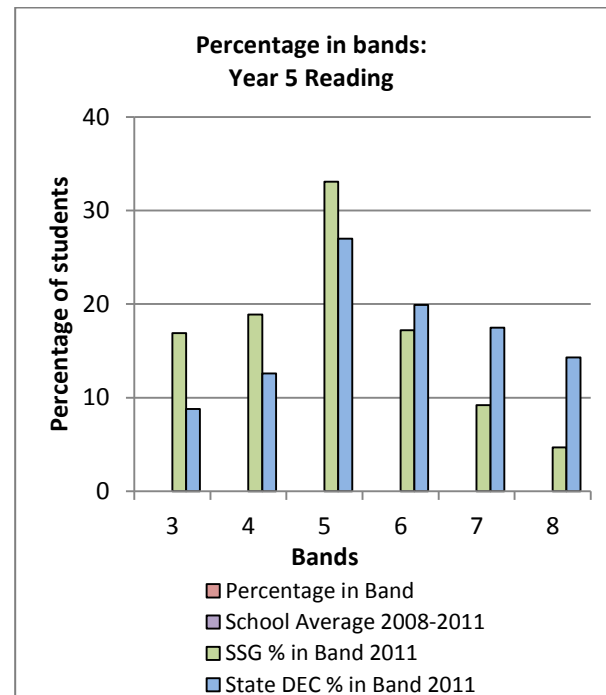
This year 67% of Year 3 students achieved and 3 to Band 6 in the Numeracy assessment for NAPLAN.

Literacy – NAPLAN Year 5

The 'Percentage in Band' and 'School Average' columns for all strands of Numeracy are not shown in the results as there were less than 10 students in Year 5 who sat the NAPLAN assessments for 2011.

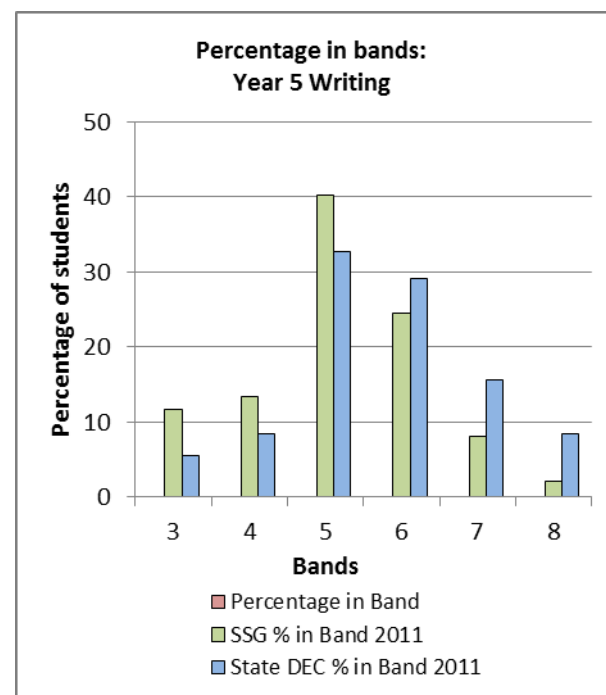
Reading

Students in Year 5 achieved sound results in reading with the majority of students achieving Band 5 to or higher.



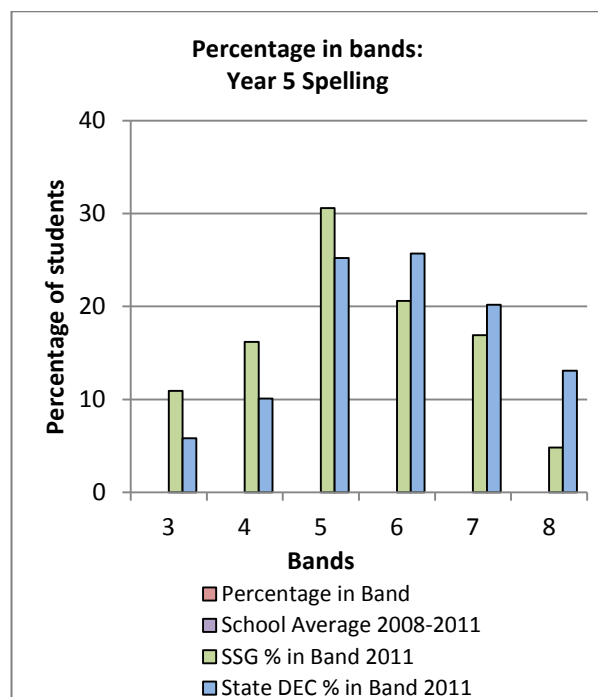
Writing

Students in Year 5 achieved sound results in writing with 83% of students achieving Band 5 or higher.



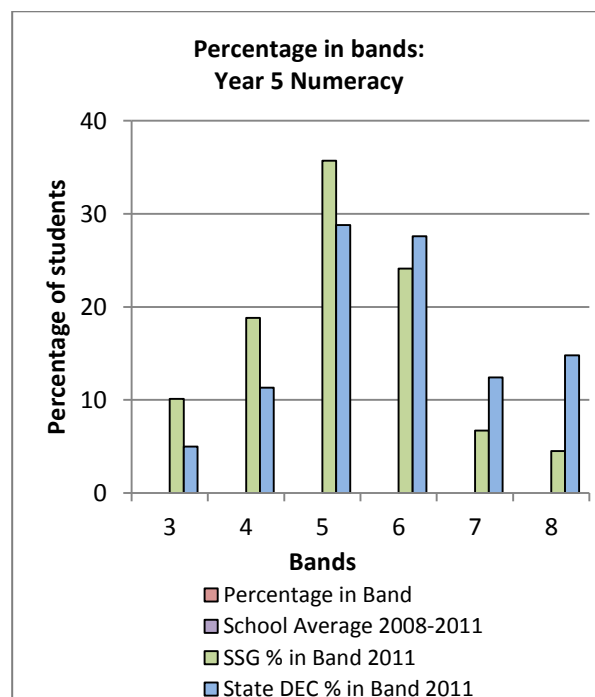
Spelling

67% of students achieved Band 5 to Band 7 in the 2011 NAPLAN Spelling assessment.



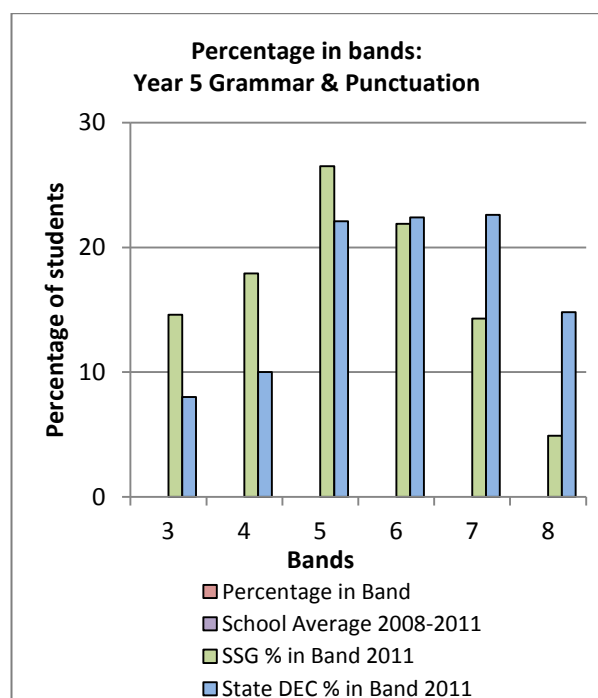
Numeracy – NAPLAN Year 5

71% of all Year 5 students achieved Band 5 or higher in the Numeracy assessment for 2011.



Grammar and Punctuation

Students in Year 5 achieved outstanding results in the Grammar and Punctuation assessments with 84% achieving Band 5 to Band 8.



Progress in literacy

As the cohorts for Year 3 and Year 5 who sat the Literacy NAPLAN assessments for 2011 were less than 10 students, the average progress graphs are not displayed in the ASR this year.

When averaging the progress in literacy from 2008-2011 of matched students from within the school, the data suggests that:

- The progress in reading and spelling was higher than the state average in the 2008-2010 period than the 2009-2011.
- The progress in grammar and punctuation was significantly higher than the state average in from 2008-2010 and 2009-2011.
- The average progress for writing 2009-2011 cannot be determined due to the change in the Writing scale from Narrative to Persuasive text.

Progress in numeracy

As the cohorts for Year 3 and Year 5 who sat the Numeracy NAPLAN assessment for 2011 were less than 10 students, the average progress graphs are not displayed in the ASR this year.

When averaging the progress in numeracy from 2008-2011 of matched students from within the school, the data suggests that:

- The students on average over both periods scored at a higher rate than the state average, however this was higher in the 2008-2010 period than 2009-2011.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

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

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	83.3
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	85.7

Significant programs and initiatives

Aboriginal education

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

The *Aboriginal Education and Training Strategy 2009-2012* supports the Accelerated Literacy methodology to enhance the literacy learning of Aboriginal students.

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

All Indigenous students participated in the development of Personal Learning Plans (PLPs), which focused particularly on Literacy and Numeracy learning. Teachers, students and parents were involved with the development of these plans.

NAIDOC Day and Sorry Day are also acknowledged through cultural understanding and empathy activities.

Multicultural education

The Cultural Diversity and Community Relations Policy: Multicultural education in schools and the Anti-Racism Policy requires all schools to report on their annual achievements.

Yogali Public School's multicultural student population is indicative of the Griffith community. The school continues to participate in activities such as:

- Country Women's Association (CWA) country study;
- Harmony Day;
- The reintroduction of Italian language learning as a part of the HSIE curriculum

Progress on 2011 targets

Target 1

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

To achieve this target the school:

- Continued to implement the whole school Spelling Sound Waves program;
- Focused on reading and comprehension strategies;
- Implemented a whole school writing scope and sequence using the NAPLAN analysis schedule to determine achievement.

Our achievements include:

- Students have demonstrated growth through class based assessments in reading and writing

for students in Kindergarten to Year 2. 88% (Kindergarten), 63% (Year 1) and 100% of Year 2 students all achieved higher than the minimum standards for reading.

- Fluency and comprehension data indicates that the majority of students in Stages 2 and 3 have achieved stage appropriate reading outcomes, with 87% of Stage 2 and 69% of Stage 3 students achieving at or beyond expected levels.
- 67% of the Year 3 and 5 cohort achieved minimum standard or higher in the NAPLAN reading assessment. Less than ten (10) students sat this assessment.

Target 2

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

Yoogali Public School collected term data on reading levels to monitor student progress. This allowed teachers to target students at risk and implement the Multilit program to increase fluency and comprehension.

Our achievements include:

- The implementation and training of staff in the Multilit program. Most targeted students in Year 2 to 5 have completed the program and have demonstrated significant growth in reading fluency and comprehension.
- 77% of Kindergarten to Year 2 students achieved at or beyond appropriate Reading Recovery levels in the end of year assessments.
- All students who participated in the Best Start Longitudinal Study demonstrated excellent understanding of all concepts of literacy scoring higher in reading, concepts about print, phonics, phonemic awareness and talking and listening. The areas for improvement include comprehension (86% achievement) and aspects about writing (71% achievement).

Target 3

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

Assessment data was collected each semester. Smart Data analysis was also undertaken after NAPLAN to determine student educational growth.

Our achievements include:

- Students who participated in the Best Start Longitudinal Study demonstrated excellent growth in all areas of Numeracy. All students scored at a Facile or Counting On level.
- 67% of the Year 3 cohort and 72% of Year 5 students achieved minimum standard or higher in the NAPLAN numeracy assessment. Less than ten (10) students sat this assessment.

Target 4

All students will use ICT as an integrated learning tool.

Teachers were encouraged to increase their use of technology as an integrated learning tool. Interactive Whiteboards are installed in every classroom and library. Teachers also regularly utilise Video Conferencing (VC) as a means to attend professional learning, meetings and conferences.

Teachers also integrated ICT into all KLAS with the primary students presenting two projects using technology as a means of communication.

Our achievements include:

- Staff attending teaching and learning forums to increase knowledge of ICT and using this to enhance student learning and use of technology.
- Students from Year 3 to 6 presented quality work through projects, oral presentations, PowerPoint presentation and digital media to demonstrate their use and understanding of technology.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of [Enter text here.]

Educational and management practice

Management

Background

Educational management encompasses school improvement and student, staff and organisational management.

Findings and conclusions

Staff, parents and students all agreed that:

Con

- Continuous school improvement is promoted by the school's plans, policies, programs and practices;
- The school continually makes changes to its programs to improve what it does;
- The school cares about the students and discipline is fair;
- Staff undertake extra training to improve classroom practice;
- The school is well managed and the budget is managed effectively;
- The school communicates with students and parents effectively.

The majority of people surveyed agreed that the school:

- The school makes major changes in order to improve what it does;
- The school regularly measures the success of its programs;
- The educational needs of the students are met by the school;

Future directions

Yoogali Public School will continue to value educational management by:

- Advertising the major changes it is required to make in order to increase the learning outcomes of all students;
- Ensure the parents and community are aware of the school's successes and are celebrated accordingly.
- Ensure educational programs meet the needs of all students with PLPs developed for targeted students, both those at risk and for students who would benefit from extension programs.

Curriculum

Creative Arts

Background

Creative Arts was the KLA evaluated for 2011. The school has focused on the professional needs of staff and learning outcomes for students in this KLA for 2012. The surveys verified the need for the school to make changes and implement new strategies.

Findings and conclusions

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

- As a whole the students felt they were exposed to creative arts activities involving design and making tasks more than dance, drama or music;
- The majority of students indicated they would like to learn to play a musical instrument;
- The school was well resourced to support the learning needs of students in Creative Arts;
- A new scope and sequence for learning needed to be developed to support teaching and learning in all the strands

Future directions

- A budget will be created to purchase instruments to support the learning of students in music;
- A new scope and sequence will be developed to ensure all strands are taught equally using quality teaching methods;
- This scope and sequence will be trialled in 2012 and reviewed at the end of the year for modification;
- Quality activities will be included every other year to support the learning of students not participating in KROP.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students felt that:

- The school taught more art than music, drama and dance;
- The school should participate in KROP annually;
- They enjoyed participating in creative arts lessons.
- Creative Arts was the favourite KLA for the majority of students.

Teachers agreed that:

- It was necessary to review the school's Creative Arts Scope and Sequence;
- A more defined teaching guideline for music, drama, dance and arts needed to be developed;
- The school was well resourced in art supplies and resources but lacked in percussion and musical instruments.

Parents felt that:

- Creative arts learning was sufficient at Yoogali;
- The teachers were qualified to teach this KLA;
- Their children enjoyed participating in this KLA;
- Their students would benefit from learning to play a musical instrument;

Professional learning

Teachers, SLSOs and SASS staff at Yoogali Public School have participated in a number of professional learning opportunities throughout 2011. Professional learning activities were determined based on the following criteria:

- Identified professional goals of individual teachers;
- Current teaching experience and principal identified needs;
- Identified targets in the School Plan. This includes students learning needs and current or new initiatives.
- Five training and development days throughout the year. This enables all staff to participate in mandatory training.

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 (Reading Comprehension and inferential knowledge)

2012 Targets to achieve this outcome include:

- **85% of students Years 1-6** will achieve C or better in the A-E Scale of academic achievement in reading comprehension (2011 results equal 70%)
- Increase the reading level to **90% of students in Year 2** from Reading Recovery Level 26 to 30+ by 2014 (2011 results equal 80% achievement)
- To provide **professional learning to 100% of teaching staff** to ensure all teachers are trained in the AL pedagogy.

Strategies to achieve these targets include:

Whole School

- TARS process to include the planning, programming, implementation and provision of feedback of **Accelerated Literacy** in all classrooms.
- Development and implementation of a **whole school Accelerated Literacy Scope and Sequence** to ensure stage specific texts are programmed for and are available.
- SLSOs to implement the **MultiLit program** for students achieving lower than stage appropriate reading levels.

Data Analysis

- All staff (teachers and SLSOs) will be trained in **SMART data analysis** to determine specific learning needs (with a particular focus on reading and comprehension) of students achieving lower than stage appropriate outcomes. This data will include reading data collection each term (running records) determine annual directions over the 3 year plan.

Individual planning

- **Personal Learning Plans** will be developed for students not achieving benchmark results in Literacy (reading comprehension). This will be achieved in consultation with parents and relevant students bi-annually.

School priority 2

Numeracy - (Problem Solving)

2012 Targets to achieve this outcome include:

- **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.

Strategies to achieve these targets include:

Whole School

- Principal and staff to monitor the availability of quality teaching courses through SchoolBiz and other external sources. Register teachers to attend **TPL opportunities**
- Teachers will be provided **with opportunities to observe peers** in the planning and teaching of targeted school programs. Provision of network

opportunities with other schools will also be investigated.

Data Analysis

- All staff (teachers and SLSOs) will be trained in **SMART data analysis** to determine specific learning needs (with a particular focus on problem solving) of students achieving lower than stage appropriate outcomes in NAPLAN. This data including the collection and analysis of school based data will determine specific needs of students.

Individual Planning

- **Personal Learning Plans** will be developed for students not achieving benchmark results in Numeracy. This will be achieved in consultation with parents and relevant students bi-annually.

School priority 3

Behaviour Management – (S.T.E.P.S. program)

2012 Targets to achieve this outcome include:

- Increase the number of students on STEPS Platinum level from 2 to 10 in 2012, 15 students in 2013 and 20 students in 2014

Strategies to achieve these targets include:

Whole School

- All staff will **collect data** on students receiving STEPS each term.
- Staff to **discuss and review the current process** of awarding daily STEPS and set specific guidelines.
- Student achievement in **STEPS levels to be advertised** in the fortnightly school newsletter.
- **Monitor students** who reach Gold Level to keep annual goals in sight.

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

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