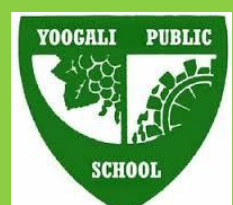


# Yoogali Public School Annual School Report 2014



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## School context

Yoogali Public School is a small village school situated approximately 8 kilometres from Griffith in the Riverina.

The staff and community are proactive and committed to ensuring students are provided with a quality education, including cultural and sporting opportunities. Parents and members of the community make valuable contributions to its programs and the welfare of students.

The school focuses on individual support to improve literacy and numeracy outcomes for students.

Yoogali Public School has a student population of 59 children operating in 3 multi stage classes.



## Principal's message

Welcome to our 2014 Annual School Report.

It is a privilege to be the relieving principal of Yoogali Public School, particularly as the school continues to be a central part of the community by providing quality public education.

Our school has a long and proud history of service to the local community.

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. This is the fundamental priority for our school.

We continue to foster the growth and educational needs of all students in a happy, secure and stimulating environment. Our success can be seen throughout this report.

We have had another wonderful year.

I sincerely thank all staff for providing their time and skills to ensure our students develop and excel in activities and programs provided.

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 2014 and look forward to the opportunities in 2015.

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.

**Mrs Lesa Bevan**  
**Relieving Principal**

## P & C message

2014 has been a busy year for the Yoogali Public School P&C. With all of our wonderful families support we will once again be able to present the school with a donation of \$3000 which they receive on presentation night in December for the following year's budget. This money will be put towards text books and Mathletics and Reading Eggs program for the children.

We encourage all parents and carers to be involved in supporting the P & C as all we do goes back to our children and as they say many hands make light work. Some of the fundraisers we have held this year so far:

SSAA Catering, Mother's day Stall, Father's Day Stall, chocolate fundraiser, Christmas raffle, movie night, pasta day and art plates just to name a few.

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

The P & C would like to thank all of our wonderful parents and staff for their support in 2014 and we look forward to another productive year in 2015.

Yoogali Public P & C meetings are held every second Tuesday of the month at 7:30pm in the school staff room. We would like to extend a warm welcome for parents and community members to attend these meetings.

Once again we would like to thank the parents and community for their support and look forward to working with them again in 2015.

**Mrs Aimee Gibbs**  
**P&C President**



## Student representative's message

### Captains' Report

Hi my name is Kirra-Jo and my name is Laycie and we are the captains of Yoogali Public School 2014.

We have enjoyed being at Yoogali Public School and were honoured to be elected school captains for this year.

We have enjoyed doing a lot of fundraising with the SRC.

A highlight of the year was being able to meet other captains when we went to the Young Leaders Conference in Sydney. We also went with our prefects Oliver and Katelyn.

We wish the new captains good luck for 2015.



**Kirra-Jo and Laycie**  
**School Captains**



## Student Representative Council Report

The SRC have been very busy this year with lots of fundraisers.

In Term 1 the SRC held an Easter Egg guessing competition. This coincided with our Easter Hat parade. We had some amazing colours and designs. Each year group had a winning hat as well as a colouring competition with lots of prizes. We also had lots of family, friends and visitors from Scalabrini Village join in our celebrations.

In March we celebrated Harmony Day at school. Everyone wore orange to school and we had a special treat – hot dogs for lunch.

Term 2 was very busy but when the weather got colder we decided that it was too cold to wear our uniforms to school, so we stayed in our PJs for the whole day! Students and teachers came to school in their pyjamas and we had Miss Jane's delicious pancakes as a treat at lunch.

During Term 3 we raised money for Children's Medical Research by participating in Jeans for Genes day. Everyone who brought a gold coin donation received a pin.

The last day of Term 3 we got to wear our favourite football team colours for a gold coin donation.

Some of the money we raised this year will go towards our Party day at the end of Term 4.

**Laycie**

**SRC Representative**



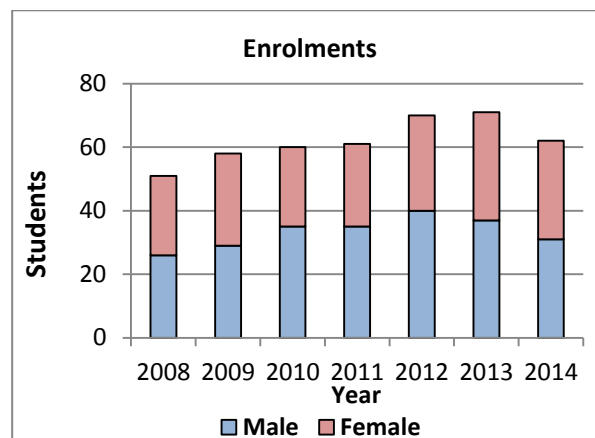
## Student information

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	2008	2009	2010	2011	2012	2013	2014
Male	26	29	35	35	40	37	31
Female	25	29	25	26	30	34	31



### 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 2014 was 94.6 %.

Year	2010	2011	2012	2013	2014
K	96.4	95.8	94.0	95.8	96.0
1	93.6	92.9	95.6	95.1	93.5
2	98.2	92.6	95.1	96.7	95.3
3	94.9	95.8	93.7	93.0	95.3
4	92.4	94.6	93.4	93.8	98.4
5	96.7	91.9	95.0	97.9	91.8
6	95.7	95.7	88.4	95.0	94.2
Total	95.2	94.3	93.9	95.3	94.6

### 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	11	20
	1	9	20
YR 2-3	2	8	20
	3	12	20
YR 4-5-6	4	4	22
	5	12	22
	6	6	22



### Workforce information

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

This year the school had a staffing entitlement of 4.872 teaching positions. This included three full time teaching positions and a full time Vision Support teacher. Other specialised teachers included Reading Recovery for Year 1 students, Learning and Support Teacher, Library and Release from Face to Face.

Teaching staff were supported by the School Administration Manager, a part time School Administration Officer, four Learning Support Officers and a part time General Assistant.



### Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	2.0
Teacher of Reading Recovery	0.21
Learning and Support Teacher	0.2
Teacher Librarian	0.168
Part-Time Teacher	0.168
Release From Face to Face Teacher	0.126
Itinerant Teacher of Visual Disabilities	1.0
School Administrative & Support Staff	1.836
Total	6.708

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

One staff member identifies as being of Indigenous Heritage.

### Workforce retention

Miss Cindy Sadler, Principal, took up a position as an Instructional Leader during Term 2. Mrs Lesa Bevan acted as relieving principal for the remainder of the year. Mrs Jaimee Damini took Maternity leave during the year and was replaced by Miss Amanda Simpson on class 2/3. Mrs Nikki Callinan worked part time with Miss Hayley Gordon on class 4/5/6. Mrs Lizette Burton worked full time on K/1.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	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 teaching and learning in Literacy, Numeracy and Student Engagement.

In 2014 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.
- L3 – Language, Learning and Literacy (all Stage 1 and Stage 2 teachers)
- Focus on Reading (FoR) – completed by two staff members (3-6)
- Taking off with Numeracy – completed by two staff members.
- Implementing the New English Syllabus – delivered by Michael Murray - as part of the Griffith Community of Schools. (One teacher)
- PLAN training and using the Literacy and Numeracy continuums – all teaching staff.
- Live Life Well program – completed by two staff members for implementation at school.
- Positive Behaviour for Learning (Initial training) – completed by two members of the PBL team and delivered to all staff in consultation meetings at school.
- Autism support conferences in Griffith and Young attended by teaching and learning support staff (five staff members).

- Financial programs to support the introduction of LMBR- attended by School Administration Manager and Principal.
- Beginning teacher modules and conference focused on supporting beginning teachers (one staff member)
- Road Safety program to highlight specific issues in a local setting - attended by one staff member as part from local schools (one staff member).
- Principal Induction and development conferences and video information sessions.
- “Behavability”- attended by beginning teacher to help with classroom management (one staff member)
- MultiLit training – a program for children experiencing difficulties in reading (two staff members).

Expenditure for the year in professional learning was \$5 283.46, which includes course fees, relief staff and travel costs. These funds were supplemented by \$7 628.84, money received as part of the Improving Literacy and Numeracy National Partnerships.

Total expenditure for 2014 was \$12 912.30 which on average was \$1 614.00 per teacher.

There are four staff members maintaining accreditation at Proficient level.

We had one temporary new scheme teacher who is working towards BoSTES accreditation.

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





## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	51330.55
Global funds	86058.98
Tied funds	181649.32
School & community sources	16420.61
Interest	2402.60
Trust receipts	12225.10
Canteen	0.00
<b>Total income</b>	<b>350087.16</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10657.23
Excursions	1184.95
Extracurricular dissections	7182.31
Library	1203.27
Training & development	5283.46
Tied funds	164139.65
Casual relief teachers	10525.36
Administration & office	18789.33
School-operated canteen	0.00
Utilities	22270.30
Maintenance	5156.46
Trust accounts	10954.75
Capital programs	22000.00
<b>Total expenditure</b>	<b>279347.07</b>
<b>Balance carried forward</b>	<b>70740.09</b>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2014

### Academic achievements

#### 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.

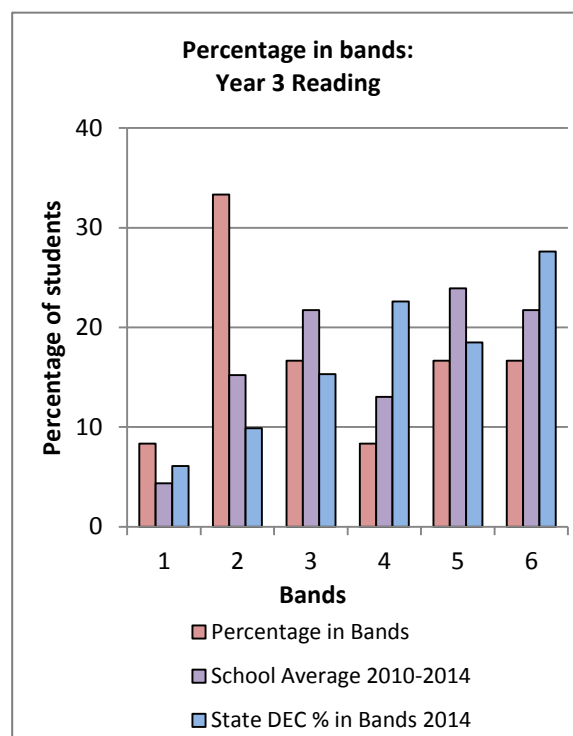
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

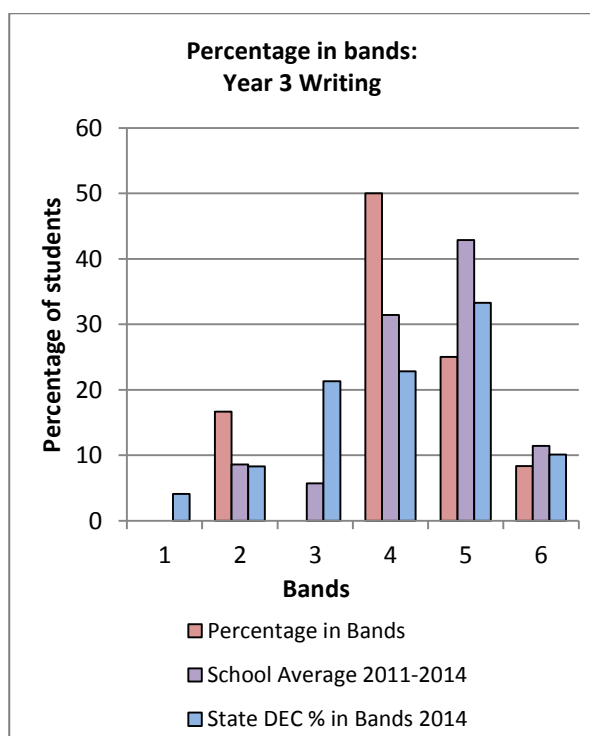
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

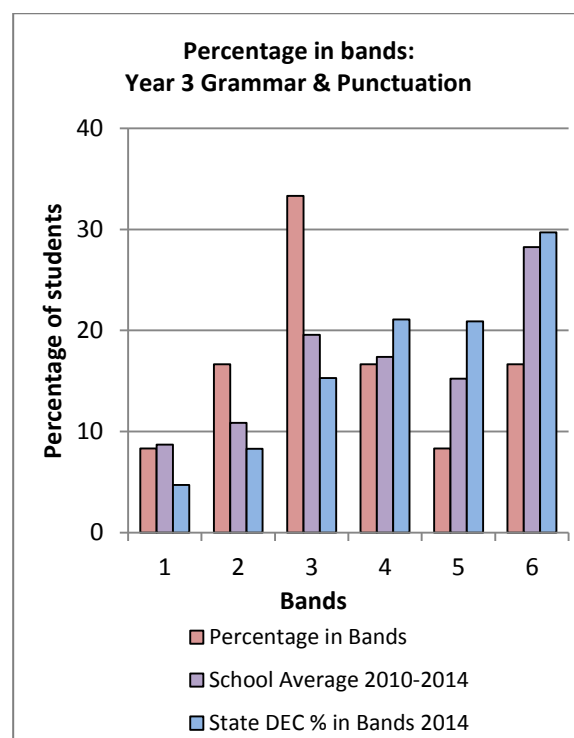
#### NAPLAN Year 3 – Literacy



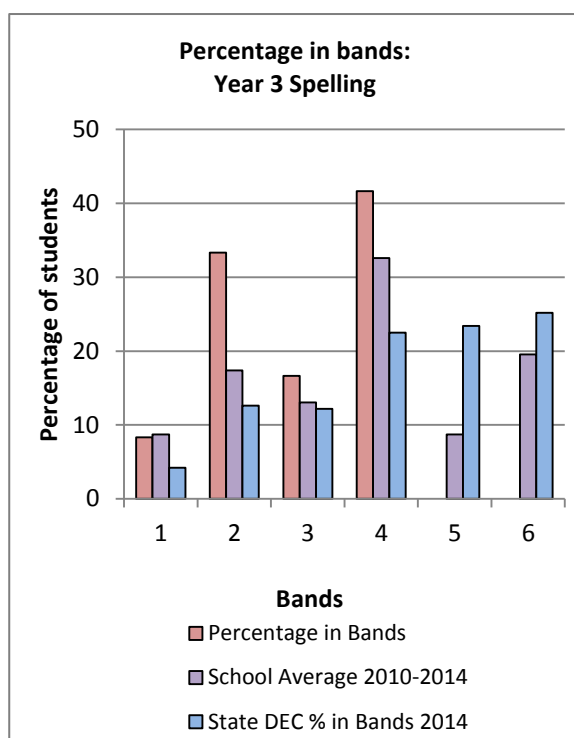
In 2014, 12 students sat the NAPLAN assessment. Students in Year 3 achieved results from Band 1 to Band 6 in Reading with 42 % of students achieving Band 4 and above.



Students in Year 3 achieved results from Band 2 to Band 6 in Writing with 83 % of students achieving Band 4 and above.



Students in Year 3 achieved results from Band 1 to Band 6 in Grammar and Punctuation with 42% of students achieving Band 4 and above.



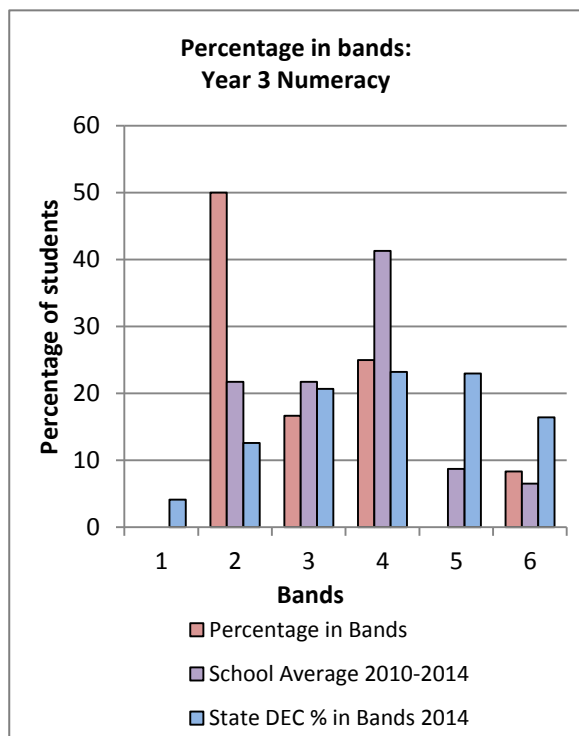
Students in Year 3 achieved results from Band 1 to Band 6 in Spelling with 42 % of students achieving Band 4 and above.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	91.7
Writing	100.0
Spelling	91.7
Grammar & Punctuation	91.7
Numeracy	100.0



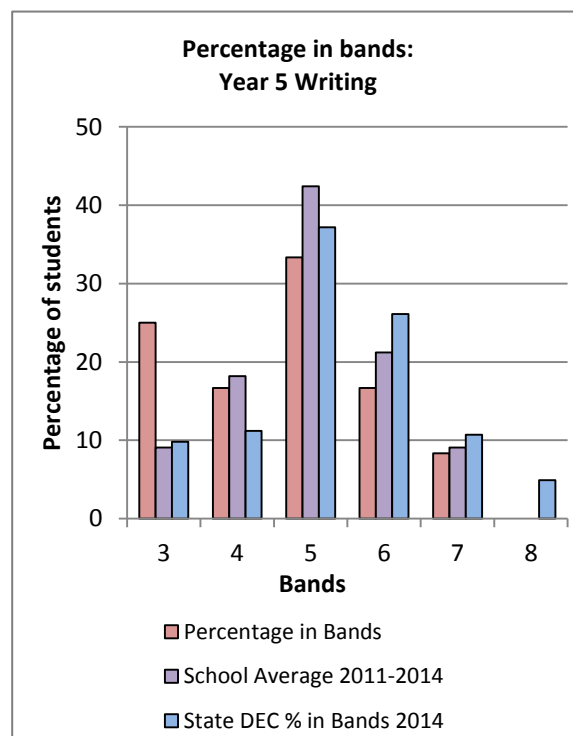


### NAPLAN Year 3 – Numeracy



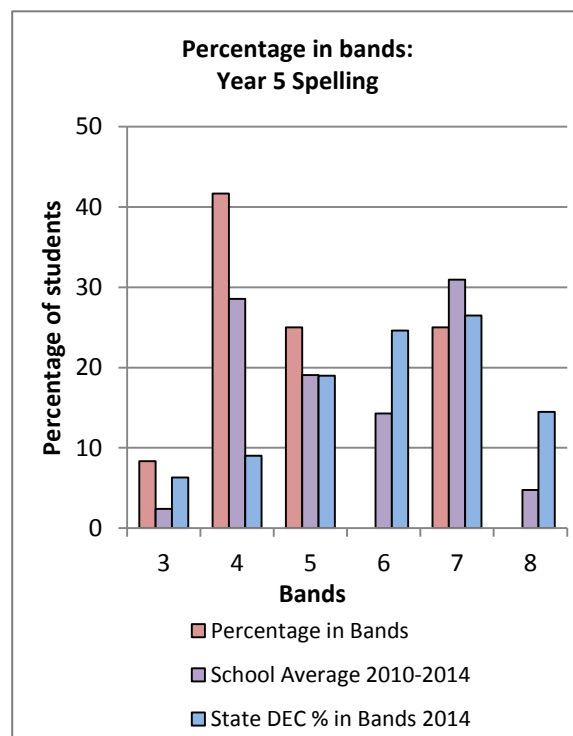
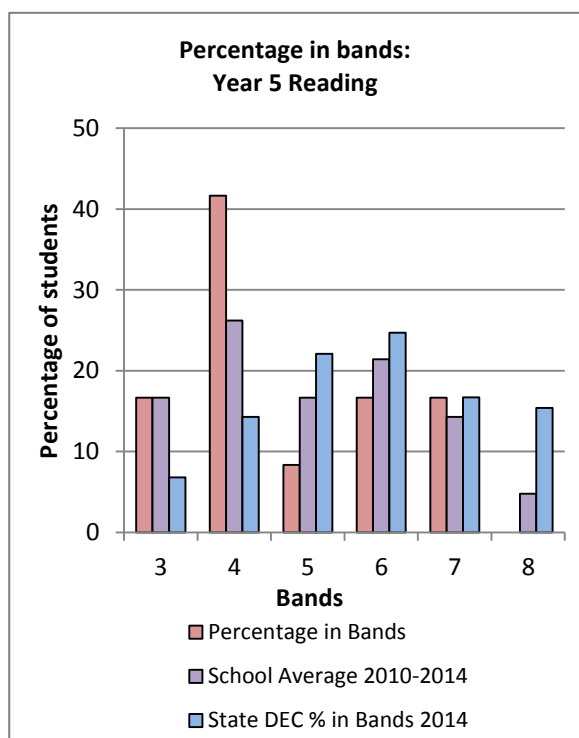
Students in Year 3 achieved results from Band 2 to Band 6 in Numeracy with 33 % of students achieving Band 4 and above.

In 2014, 12 students sat the NAPLAN assessment. Students in Year 5 achieved results from Band 3 to Band 7 in Reading with 42 % of students achieving Band 5 and above.

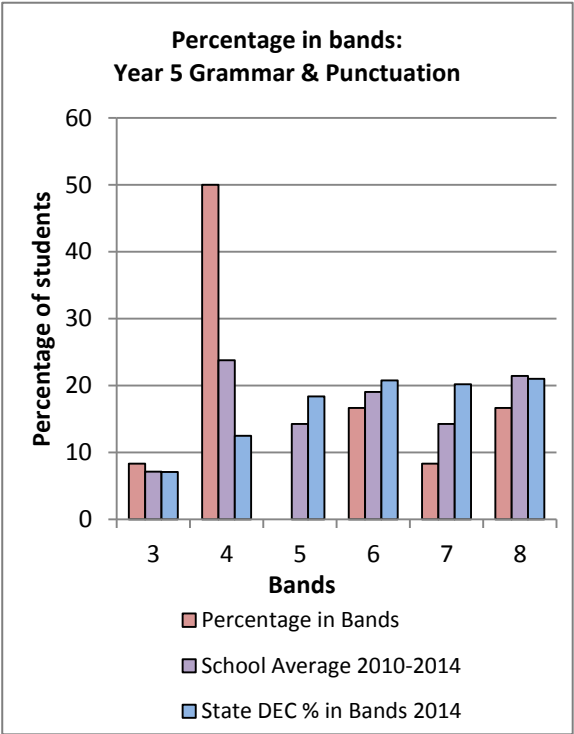


Students in Year 5 achieved results from Band 3 to Band 7 in Writing with 58 % of students achieving Band 5 and above.

### NAPLAN Year 5 – Literacy

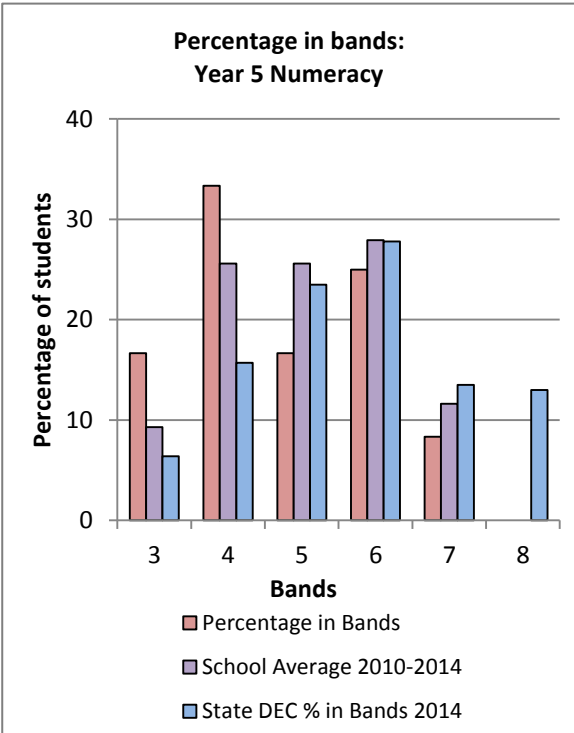


Students in Year 5 achieved results from Band 3 to Band 7 in Spelling with 50 % of students achieving Band 5 and above.



Students in Year 5 achieved results from Band 3 to Band 8 in Spelling and Grammar with 42 % of students achieving Band 5 and above.

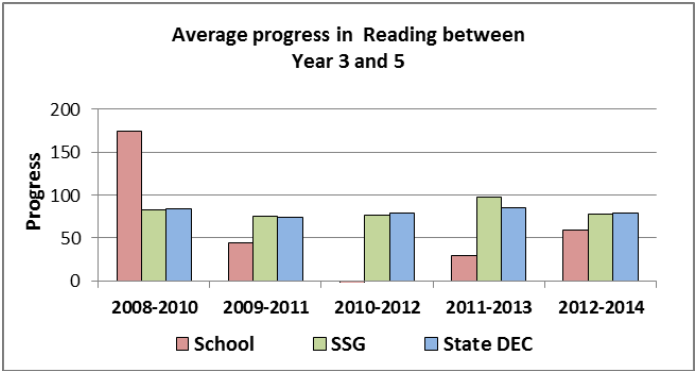
### NAPLAN Year 5 – Numeracy



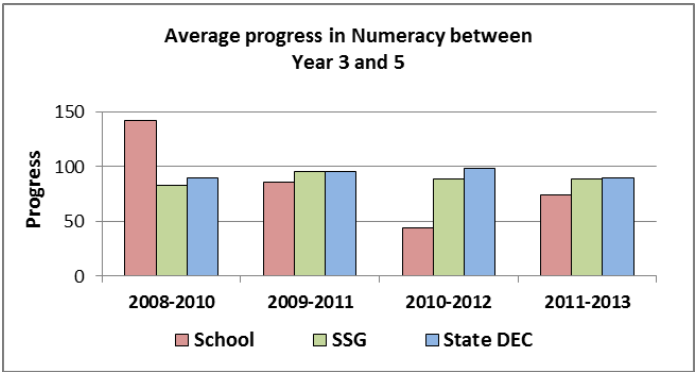
Students in Year 5 achieved results from Band 3 to Band 7 in Numeracy with 50 % of students achieving Band 5 and above.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	83.3
Writing	75.0
Spelling	91.7
Grammar & Punctuation	91.7
Numeracy	83.3

### Progress in Literacy



### Progress in Numeracy





## Other achievements

### Arts

As in previous years we continue to provide our students with the opportunity to develop their interests and talents in all fields of the Arts.

Highlights for 2014 include:

- Students attended live performances at the Griffith Regional Theatre;

*Mr Magee and the Biting Flee* were enjoyed by the K-2 students.

*KROP* was attended by Year 3-6 students.



- Students presented items at fortnightly assemblies, these included dancing, singing, public speaking and dramatisations for parents and guests.
- Students also performed during Education Week at Griffith Central.
- All students submitted a total of 55 artworks in to the Griffith Show. These included; paintings, drawings and seed or pasta arts. They also entered the colouring in competition. A number of students (10) across all grades won either first or second prize. As a result, Yoogali was awarded with the most entries from one single school and received \$150 worth of books that was then donated to the school library for the enjoyment of the students and staff.

### Sport

All children participate in physical education programs that emphasise fitness, individual and team skills. There is a strong commitment for students to participate in a range of sports.

- In Terms 1 all students participated in a school sport program focussing on skill development and athletics. Term 2 was bowling. During Term 3 clinic were held by Cricket NSW and the NRL focussing on skill development. Intensive Swimming was the focus for Term 4 sport.
- All children were given the opportunity to participate in small school's carnivals throughout the year. Our students competed in swimming, cross country and athletics carnivals.
- A number of children qualified to represent the school at zone carnivals.
- Congratulations to Chaise who progressed to the regional athletics carnival.
- The school was also well represented in a number of small school gala days including, rugby league, soccer and netball.
- This year the school participated for the first time in the Premier's Sporting Challenge. All children received a Gold Award for their efforts during the challenge.



## Other

### Debating

Once again, Yoogali Public School students were keen to participate in the Griffith District Debating Competition. After attending a debating workshop earlier in the year, where the students learnt some great skills and tips for debating, they were very enthusiastic about using these skills against other teams.

The team competed against a number of local schools both with prepared and impromptu debates.

All of our team members spoke very well on the day, especially when they had to “think on their feet” and refute the other teams’ arguments. Being a young team from Years 4 and 5 we hope to have inspired these children and others to keep trying and keep debating in the years to come.



### Extra Activities

During 2014, we participated in a number of extra activities.

These included;

- Life Education Visit.
- Easter Hat Parade.
- ANZAC day and Remembrance Day services at school.



- Book Week and Book Fair - school library activities.
- Education Week.
- Clean Up Australia Day.
- Harmony Day.
- Responsible Pet Program.
- Mothers’ Day and Fathers’ Day stalls.
- School Halloween Disco.
- Guide Dog and Vision Australia Visit.
- Environmental Matters Visit.
- Firewise Visit.

## Significant programs and initiatives – Policy and equity funding

### 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.



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.

*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.

*Artists and their Works* – a comprehensive study of Albert Namatjira’s life and works of art.



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.
- The celebration of NAIDOC week at school with a variety of activities. All children dressed in red, yellow and black to represent the Aboriginal flag. The children had a great day learning about Aboriginal heritage through dreamtime stories and songs. The children also made their own headbands and bracelets using traditional aboriginal colours. After lunch every student was given their own tree to plant 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.



### **Aboriginal background**

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

Our Indigenous students were nominated for the Proud and Deadly Awards for their efforts in 2014.

This year the school received Norta Norta funding of \$2724.60 which was used to employ qualified tutors (teachers) to work with small groups and individual students to improve their outcomes in literacy, focusing on improved reading in 2014.

### **Socio-economic background**

This year the school received funding to address the effects of social disadvantage to improve student outcomes in literacy and numeracy. These funds were also used to increase the level of students' participation and engagement in learning.

This funding has allowed us to employ additional teacher time for the explicit teaching of English and Mathematics in targeted groups.

In 2014 other initiatives funded have included;

- Subsidising participation in school excursions combined with other small schools, including major overnight camps to Dubbo and surrounds for Stage 2 children. As well as Bendigo and Ballarat for Stage 3 children.
- Subsidising costs of bus and expert tuition for sport, cultural activities and intensive swimming lessons.
- Purchasing online subscriptions to Mathletics, Spellodrome and Reading Eggs websites, which allows students to have access both at school and at home.

### **Learning and Support**

#### *Low Level Adjustment for Disability*

Class teachers are supported to provide additional support for students who require a variety of adjustments to support their access to the curriculum.

Additional staff, including specialist teachers and School Learning Support Officers, are engaged to implement specific programs throughout the school.

Teachers, parents and students are involved in planning, implementing and monitoring Individual Educational Programs to meet the specific needs of each individual student.

Information and advice is also sourced from other professionals, such as school counsellor and medical personnel to improve student achievements.

Specific adjustments and programs include;

- ipads to access information presented on interactive whiteboards.
- adjustments to playground for visually impaired students.
- behaviour programs, including social skills and social stories to develop positive interactions.
- provision of programs such as MultiLit to address specific learning needs.
- Access to Riding for The Disabled for a number of students.

### **Improving Literacy and Numeracy National Partnership Program**

The school continued to be funded in 2014 by the Commonwealth under the National Partnership Program to develop teacher capacity to deliver effective programs.

The focus for our school was on improving the literacy skills of students. Funds were used to upskill staff by undertaking quality professional learning during the year.

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

- Improved literacy outcomes for targeted students.
- Enhanced teacher capacity in using the literacy continuums for monitoring student achievement and progress.

- Increased teacher understanding of the literacy demands of the new syllabuses incorporating the Australian Curriculum.

During 2014 teachers were trained in a number of successful programs.

Teachers in Early Stage 1, Stage 1 and Stage 2 participated in the L3- Language, Learning and Literacy program provided by local specialists. Staff were able to meet regularly to engage in professional training, dialogue and observation lessons as part of this program.

Teachers in Stage 3 were involved in the Focus on Reading (FoR) program, which highlighted the use of explicit teaching strategies in literacy activities, particularly comprehension.

A number of curriculum based assessments and school initiatives were introduced to provide a sustainable focus on literacy in 2014 and beyond.



### **Other Initiatives**

#### *Student Leadership*

Senior students are encouraged to take on leadership roles within the school. Elections for captains and prefects are held each year following a special assembly where candidates deliver a campaign speech for their peers to consider when voting.

School Leaders are announced at Presentation Night and are inducted into their new positions.

Opportunities to develop leadership skills are provided by;

- Leading the school's SRC
- Implementing any SRC initiatives.
- Presenting and preparing for fortnightly assemblies.



- Participating in Leadership programs including; Young Leaders Day in Sydney and GRIP conferences in Wagga Wagga.

The SRC plays a significant role in the development of the school and opportunities for participation are available for all children as elections for positions are held annually.



#### *Environmental Education for Sustainability*

This year Miss Simpson got the Garden Club up and running again. Students volunteered to be a part of the garden club on a weekly basis. A roster was set up to ensure all students had a turn. This year we planted herbs, broccoli, cauliflower, red cabbage, spring onions, and celery. We also have fruit trees growing in pots and against the garden shed. The aim of having a vegetable garden in our school is to teach the students how to grow fresh food and teach them about how to care for the plants. Students are in charge of weeding the plots, watering the plants and adding fertiliser to help the plants grow. Watching the plants grow big and tall is very exciting. We aim to grow fruits and vegetables that can be added to our weekly class fruit platters!



## **School planning and evaluation 2012—2014**

### **School evaluation processes**

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

- Analysing student achievement with school – based data, and NAPLAN and Best Start data.
- Staff, parent and student surveys and discussion groups.
- Staff professional dialogues and evaluation of quality teaching programs.

### **School planning 2012-2014:**

#### **School priority 1 – Literacy**

##### **Outcomes from 2012–2014**

Increased levels of achievement for all students in Literacy as shown in school based and NAPLAN data.

Improve and enhance quality teaching practices in all areas of Literacy.

##### **Evidence of achievement of outcomes in 2014:**

- 73% of Kindergarten students achieving RR Level 8 and above.
- 89% of Year 1 students achieving RR Level 18 and above.
- 50% of Year 2 students achieving RR Level 26 and above.
- 65% of K-6 students reached a sound (C) achievement in reading.
- 58% of K-6 students reached a sound (C) achievement in writing.
- 52% of all Year 3-6 children have a spelling age equal to or above their chronological age.
- 42% of Year 3 students achieving Band 4 or higher in NAPLAN Reading.
- 42% of Year 5 students achieving Band 5 or higher in NAPLAN Reading.

### **Strategies to achieve these outcomes in 2014**

- Uninterrupted morning sessions timetabled across whole school to allow for quality teaching and learning.
- All K-2 staff members training in Language, Learning and Literacy (L3) and implementing program in class.
- All 3-6 staff members trained in Focus on Reading and implementing program in class.
- Analysing NAPLAN data to inform whole school based planning and class programming and teaching.
- Regular assessment and monitoring progress according to the Literacy continuum.
- Explicit teaching of spelling and phonics as part of the Learning and Support program for identified students.

### **School priority 2- Numeracy**

#### **Outcomes from 2012–2014**

Increased levels of achievement for all students in Numeracy as shown in school based and NAPLAN data.

Improve and enhance quality teaching practices in all areas of Numeracy.

To improve student ability in working mathematically and problem solving.

#### **Evidence of progress towards outcomes in 2014:**

- 77% of K-6 students reached a sound (C) achievement in number.
- 100% of students in Year 3 equal to or above national minimum standards in NAPLAN numeracy.
- 84% of students in Year 5 equal to or above national minimum standards in NAPLAN numeracy.
- 50% of Year 3 students achieving Band 4 or higher in NAPLAN Numeracy.
- 50% of Year 5 students achieving Band 5 or higher in NAPLAN Numeracy.

### **Strategies to achieve these outcomes in 2014:**

- Numeracy sessions timetabled across whole school to allow for quality teaching and learning.
- Analysing NAPLAN data to inform whole school based planning and class programming and teaching.
- Regular assessment and monitoring progress according to the Numeracy continuum.
- Staff members trained in Taking Off With Numeracy (TOWN).
- Utilising best practice teaching methods to explicitly teach mathematics concepts focusing on “hands on” and practical activities.
- Teaching of problem solving strategies including Newman’s analysis.
- Purchase of additional resources to use with Interactive White Boards and ipads.
- Purchase of online subscriptions for “Mathletics”.

### **School priority 3- Student Engagement**

#### **Outcomes from 2012–2014**

Home and school partnerships supporting student wellbeing and welfare with a focus on positive behaviour management.

#### **Evidence of progress towards outcomes in 2014:**

- Student attendance rate of 94.6%.
- Reduced incidence of partial absences.
- Student achievements recognised at school assemblies with appropriate awards.
- All Indigenous students provided with Personalised Learning Plans developed with parent and student consultation.
- Continued involvement of parents, carers and community members in school activities such as; assemblies, sporting events and special days.

### Strategies to achieve these outcomes in 2014:

- School review and implementation of anti-bullying policy.
- Staff trained to implement Positive Behaviour for Learning program over 2014 and 2015.
- Explicit teaching of school values; Be Safe, Be Respectful and Be a Learner.
- Continued involvement of parents in children's learning through a number of consultation processes.



### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought 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.
- Students are treated fairly and enjoy being at school.
- 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.



### Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our planning process has given a number of opportunities to involve all stakeholders in developing our new school plan for 2015-2017.

All staff have been involved in discussions and meetings during each stage of the process. They have analysed data including student assessments, observations and responses to identify the strategic directions for the school plan.

Students have been consulted via surveys and brainstorming sessions about their school and their expectations for the future.

Parents, carers and community members have been included in the process using different



strategies to increase involvement through information evenings and small discussion groups. Surveys were also included in the school newsletter and website for all community members as well as a direct phone survey that involved more than 50% of the school's families.

Our Strategic Directions have been identified as

- Learning

To deliver a quality curriculum that inspires all students to achieve and learn as individuals, using innovative practices in a modern learning environment.

- Quality Teaching

To provide opportunities for continuous improvement in teaching and leadership practices for enriched learning experiences by implementing Australian Professional Standards for Teachers.

- Engagement

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.

## 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.

Lesia Bevan	Relieving Principal
Lizette Burton	Teacher
Nikki Callinan	Teacher
Jaimee Damini	Teacher
Hayley Gordon	Teacher
Sarah Rinaldo	Teacher
Amanda Simpson	Teacher
Amie-Lee Gibbs	SLSO
Vicki Spence	School Administration Manager
Aimee Gibbs	P&C President

## School contact information

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

