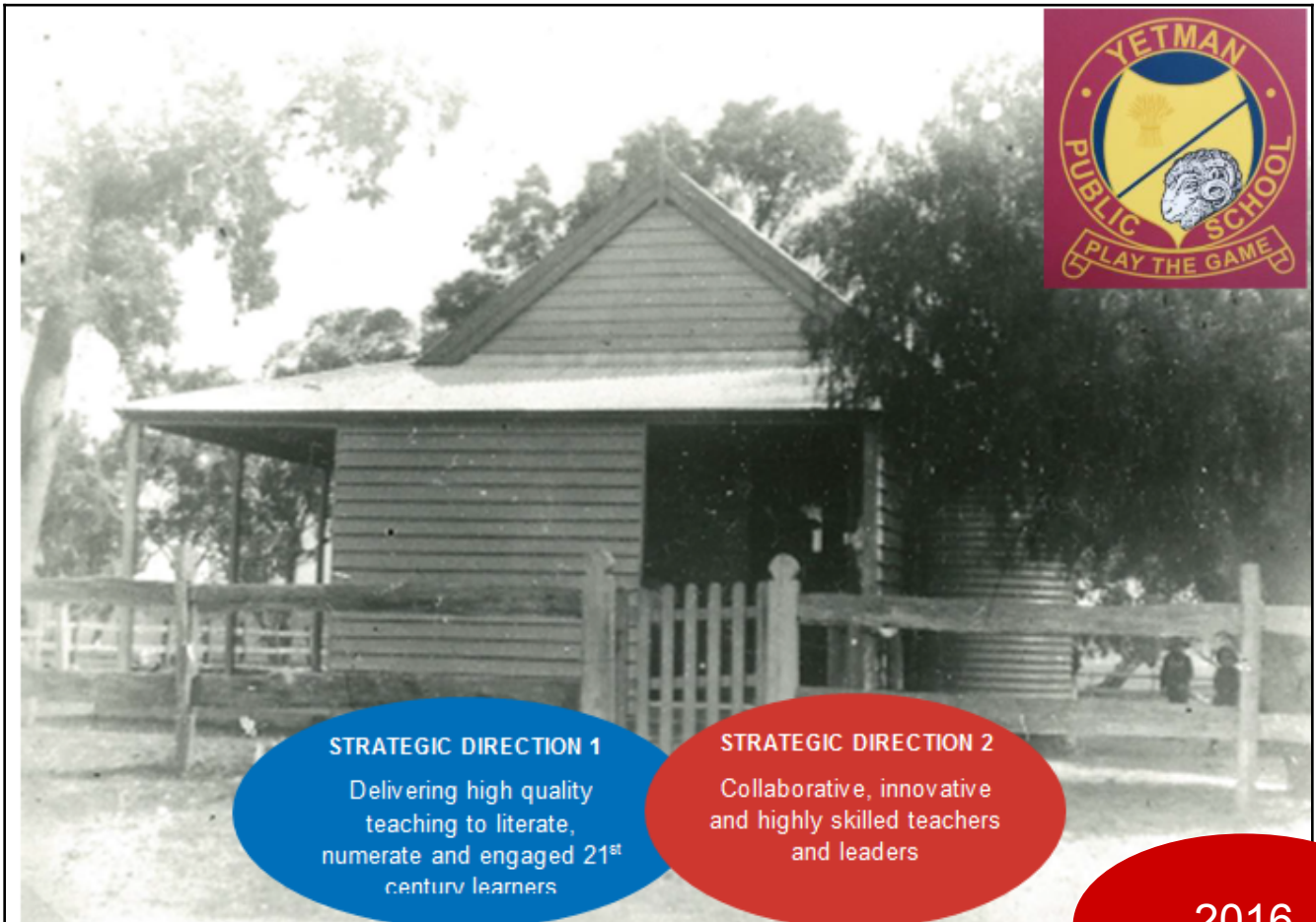


Yetman Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Yetman Public School** as an account of the school's operations and achievements throughout the year.

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

Ben Delanty

Principal

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Message from the Principal

After 4 years as Principal of this remarkable and thriving school, I have seen some amazing progress and achievement across academics, social-emotional wellbeing, community support and staffing relationships. I firmly believe that this school is in the best place that it can be and that we are all privileged to be a part of it. Great schools, that excel, are wrought with complexities. They have high quality teaching and administration staff, a comprehensive curriculum, access for all students, well-resourced facilities and strength in leadership. My hope is that as we continue into 2017, the school is emboldened to strive for excellence – that it does not attain a benchmark and slowdown to catch its breath, but push on to deliver the best education for its students. This can only happen when the climate is right. We must continue to work closely and collaboratively to ensure that excellence is our focus. Working through two substantial documents is our core business: 1 the 2015–2017 School Plan, a collaboratively developed and monitored strategic document and 2 the School Excellence Framework which is our accountability document to measure school performance in the areas of Teaching, Learning and Leading. This new paradigm in school leadership is drawing the school and the community closer. It is allowing for the walls to be smashed down and for the community to see exactly what is going on in the school. We have worked very hard on this during 2016. We have passed an external validation from the department with flying colours. We have hosted a literacy and numeracy evening. Just Tuesday, we hosted a 2017 Information Session to clearly articulate our directions moving forward into next year. I have always believed that leading is about having everyone know where we are heading and being a strong and responsible part of getting there. If we have no ownership, we will fail. The buy in from our staff, students and community around the key areas of Literacy and Numeracy is exemplary. Teachers are delivering high quality lessons to engaged students that have parental support for their learning. What more could we ask for?

The students are at the center of everything we do, we love our choice of career and are humbled to get to be here each day to do it.

Our ability to maintain 3 classrooms is unheard of and unique. Our students receive individualised attention and are set high expectations for academic and social-emotional growth. The school is staffed with consummate professionals that work tirelessly to build student achievement and outcomes. When considering how best to convey this, I consulted our mark book and compared the average marks from February to November. Our new Soundwaves Spelling Program has gleaned improvements from 41% to 60% correct school-wide. Reading has jumped dramatically, with a school average of 42% lifted to 73% correct! And mathematics diagnostic results demonstrated strong growth from 55% to 79% correct across the school. I directly credit this to having high quality teaching in every classroom and the capacity to deliver it by having the three rooms.

What we are doing is working and as we move into 2017, it will only continue to. Our community engagement and school planning surveys demonstrate that our communication, good relationships, accountability, transparency, long term planning, with 5 week monitoring and consultation in decision making is what we are doing well. Returned surveys also highlighted a need for greater support from the community in reading with our students at school.

Our school has excelled in many sporting arenas over the year including: cross country, swimming, tennis, and athletics. We have even had our relay team make it to the state athletics carnival in Sydney for the fourth year running!

We have marched in the ANZAC day ceremony, held somber remembrance of the fallen and celebrated with the CWA at the International Day for Mongolia in September.

We have held various fundraising initiatives and a forging of strong and sustained ties to the wider school community including the Country Women's Association, Tharawonga Pre-School, Lyn Heywood and Warialda High School. Particularly, I would like to thank Mrs Mary Gaston and Mrs Lorna Kimmorley for coming in to work with the students throughout the whole year to pass on valuable knowledge of crafts and knitting.

I would like to acknowledge and thank the dedicated staff of Yetman Public School. Our teaching staff: Mrs. Weatherall and Mrs Delanty, our school administration manager Mrs. Kilner and our support staff: Mrs Pender, Mrs Hamilton, Miss Jackson and Geoff Wilkins. These people are the heartbeat of any success that we celebrate this year. To this, I add the support of a hardworking P&C led by Mrs Kelley McCosker. A special mention to Kelley, for her considerable efforts in brandishing the epic Man From Snowy River and giving up so much of her time to come in and support the students in preparing for their performance of the piece.

Our students are respectful, courteous and honest. In all my experience, I have never worked with such a genuine group of students and families.

Being a Principal is not without its challenges and I thank the people who have supported me throughout 2016. I thank the families for their trust in the school and I wish the students well as they move into a new and bright future at YPS.

School background

School vision statement

At Yetman Public School we are committed to maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. The school community expects a high level of professionalism and commitment from staff and students to establish a learning culture in a nurturing and welcoming environment full of vibrant and inquisitive learners. This is supported by an educationally focused community that is mutually accountable for student outcomes and school performance.

School context

Yetman Public School has as its motto Play The Game. Our motto promotes the concepts of inclusiveness, social development, dedication to academic improvement and achievement, enthusiastic involvement in sporting contests and the continual growth of the human spirit. The school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve their maximum potential. Our enrolment hovers between 20–30 students and is made up of families from each quarter of the socio-economic index. We have a highly experienced and dedicated staff that is committed to the fulfillment of the school plan. We have strong ties with the local mobile preschool and high school and through collaboratively liaise students are prepared for starting school or for high school. The school provides an expert Learning Support Team that builds the capacity of parents and teachers in working with special needs and the gifted and talented.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

With regard to the Learning Elements, the school has self-assessed at a Sustaining and Growing stage. Evidence of this is the positive, respectful relationships evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. We have a highly functioning School Planning Committee and a strong connection to the community. Wellbeing is positive in the school with zero suspensions or expulsions, individual learning plans and an extremely high standard of behaviour. The school has been focused on Curriculum and Learning throughout 2016. We are actively supporting student transitions, hold parent, student and teacher meetings to plan curriculum goals for students as individuals, and have a comprehensive process for identifying and addressing student learning needs. Coupled with this, the school has evaluated and enhanced its Assessment and Reporting. We have explicit processes to collect data (YPS Markbook, YPS Assessment Register), we have highly detailed reports for parents that outline achievements and areas requiring growth, and we have highly visual learning goals for students to self-assess throughout the unit. The school has strong Student Performance Measures and has achieved excellent value-added results across the year. This year in the Teaching Elements, the school has self-assessed at a Sustaining and Growing stage. Evidence of this is in Effective Classroom Practice, where teachers regularly use student performance data to evaluate their own effectiveness. Teachers look for where students are growing and are not to establish a prioritised methodology for instruction. All teachers provide timely and explicit feedback to students throughout every lesson. During 2016, teachers have been using Data Skills and Use to improve student achievement. They are performing data analysis to inform planning, collaboratively developing assessment instruments and registers to identify skill gaps and the school principal regularly uses data to inform key decisions. Collaborative Practice is essential for a small school and YPS staff are consummate professionals in this area. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Teachers provide and receive formal feedback through lesson observations and draws on teacher expertise to build the capacity of others. Within the Learning and Development Element, the school has a particular focus on developing improved teaching

methods for literacy and numeracy; it has completed the first Teacher Professional Development Plan cycle and targets professional learning to school priorities. The Professional Standards for Teachers are another 2016 work stream. The school does not hold any beginning teachers and the standards are to be exhaustively covered during the 2016 school year in preparation for accreditation in the future. Teachers do work beyond their classroom and greatly contribute to whole school programs. This year in the Leading Elements, the school has self-assessed at a Sustaining and Growing stage. Evidence of Leadership is found in the fact that the school solicits and addresses feedback on school performance by conducting SWOT analysis twice a year, community engagement, student, parent, teacher and staff surveys, parent teacher interviews, personalised learning plans, P&C meetings, school planning committee meetings and informal discussions with parents and community members throughout the year. This also covers Management Practices and Processes. Leadership development is also prioritised through professional associations and network professional development. School Planning, Implementation and Reporting is clearly communicated to students and parents. Staff are committed to and can articulate the strategic directions of the school plan and clear processes direct school activity towards the implementation of the school plan. With reference to School Resources, workforce planning supports curriculum planning and the maintenance of high quality staff is in place. Strategic financial management is used to gain efficiency to maximise resources (prioritised as teaching staff). The physical learning spaces are flexible and all students are accessing technology in every classroom.

Our self-assessment and the external validation 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

Delivering high quality teaching to literate, numerate and engaged 21st century learners

Purpose

To improve student achievement through the delivery of high quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners that think both creatively and critically, problem–solve and work collaboratively.

Overall summary of progress

Yetman Public School has made strong growth and progress towards meeting Strategic Direction 1. The school has demonstrated evidence of high quality teaching and learning solid improvements in both Literacy and Numeracy and worked hard to engage our students as 21st century learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase to a majority, student achievement in Literacy to be at or beyond Stage standard on YPS Markbook and semester reports using a suite of school–based and external assessments.	\$1500	<p>Teachers have tracked student achievement on PLAN across the year and collaborated with other staff to ensure that data follows the student into the next classroom. Student achievement in literacy and numeracy demonstrated strong growth from analysis of the Mark book data between February and November.</p> <p>Personalised Learning Plan's have continued to be adhered to and evaluated as correct and integral.</p> <p>A multitude of professional development has been provided to teachers including, Mathematics Building Blocks for Numeracy, and other literacy and 21st Century learning resources. Classroom teachers have been provided many resources for the implementation of literacy and numeracy. These include: THRASS, Soundwaves (books and online access), Math Online, Maths Mastery and many others.</p> <p>Parental initiatives to clearly communicate the strategies and content of the school plan were offered as surveys, meetings and parent presentation evenings .</p>

Next Steps

The school will now look to complete this planning cycle during 2017 by honing the teaching, engagement of students and utilising high quality methods and resources to meet the aspirations of this Strategic Direction.

After conducting this process, the school has identified that it is in a sustaining and growing position in all areas. With some further work in particular Learning Elements, the school will move towards excelling.

Learning Elements

Where to Next:

Learning Culture – Increased community participation and responsibility for student learning and success.

Wellbeing –Develop an instrument that demonstrates measurable growth in individual and collective wellbeing.

Curriculum and Learning – The continuation of CoS development to build rigor in curriculum knowledge and learning programs.

Assessment and Reporting – Build student capacity to reflect on assessment and reporting to plan learning. Articulate specific times in calendar to disseminate mark book data as a staff. Improved attendance of parents at pedagogy evenings hosted at the school

Student Performance Measures – Continue to focus on building excellent value-added results where most of our students perform at a high level of performance.



Strategic Direction 2

Collaborative, innovative and highly skilled teachers and leaders

Purpose

To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

Overall summary of progress

During the course of 2016, the school has worked collaboratively within the school, the stakeholders to it and the wider community. We have innovated our technology resources within the school and increased our capacity as learners in ICT, teachers and leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	\$0	During the course of 2016, the school continued to embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Each teacher was observed and conducted lesson observations during the year on at least 3 occasions. Teachers collaboratively developed individual programs for students requiring additional support through the Learning Support Team.
Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and Professional Development Plans.	\$0	The YPS Professional Learning Policy was effectively implemented and monitored through staff and school planning committee meetings across the year. Staff expressed an increased confidence in the TPDP process. Teaching program meetings are conducted by the Principal each term. Teachers have been provided with a scaffold for the register of teaching programs and also used this time to communicate their adherence to the professional standards for teachers and to clearly articulate their classroom particulars. Opportunities were offered to staff to travel (off site) to shadow and be provided resources from highly proficient users. Staff regularly attended in-house training with the principal in connected learning and VC strategies.
	\$0	100% of staff partook in professional development in ICT. Not all staff feel completely confident in its application, though have definitely lifted their capacity throughout 2016.

Next Steps

Teaching Elements

Where to Next:

Effective Classroom Practice – Cusp of Excelling (no change)

Data Skills and Use – Continue to build a sophisticated understanding and use of assessment data Reinforce/further work on A4L, AasL and AofL

Collaborative Practice – Use CoS to build Consistency in Teacher Judgement and mentoring.

Learning and Development – Further use of professional learning evaluations from teachers attending off-site (can be tightened and followed-up better).

Professional Standards – Work on building teacher capacity to share very high levels of contemporary knowledge via defining a baseline of current practice, attending TPL, implementing in class, modifying and reviewing, evaluating the efficacy to other staff members and mentoring their implementation of the strategy/pedagogy.

Leading Elements

Where to Next:

Leadership – Continue to build community engagement in pedagogy events hosted at the school to develop 'buy in' to the school's strategic directions.

Planning, Implementing and Reporting – School plan (monitoring) to be adjusted to account for a thorough evaluation under each work stream.

School Resources – Strategic financial planning and increased knowledge of RAM and SAP changes coming in 2017. Succession planning for SASS staff required (HR & funds)

Management Practices and Processes – Continue to build community engagement in pedagogy events hosted at the school to develop 'buy in' to the school's strategic directions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$527	Principal evaluates Aboriginal Perspectives embedded into teaching programs. Staff meeting to establish if adequate resources available for Aboriginal Perspectives at YPS
Low level adjustment for disability	\$12,690	Whole School Mark book data demonstrated a strong growth in student achievement for the year. This is reviewed by the School Planning Committee, Staff and the Principal.
Quality Teaching, Successful Students (QTSS)		Whole School Mark book data demonstrated a strong growth i student achievement for the year.
Socio–economic background	\$14289	Whole School Mark book data demonstrated a strong growth in student achievement for the year. This is reviewed by the School Planning Committee, Staff and the Principal.



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	15	14	12
Girls	14	16	9	8

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The current Aboriginal composition of our workforce is 0%.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96	75.7	
1	95.6	94.5	92.6	96.4
2	96.7	95.4	93.6	95.5
3	94.6	93	76.6	98.4
4	96.8	95.4	77.9	93.9
5	98	95.5	94.2	97.7
6	96.4	97.7	94	94.9
All Years	96.6	95.6	87.6	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	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	93.9

Professional learning and teacher accreditation

Yetman Public School has a comprehensive Teacher Professional Learning and Teacher Accreditation Policy. Teachers are supported and encouraged to self-assess and articulate their skills and abilities against the Professional Standards for Teachers. Each teacher has a Professional Development Plan that outlines areas in which the teacher is seeking to demonstrate growth across the school year. This plan is implemented through peer to peer observations, programming meetings with the Principal and attending internal (school-based) as well as external professional development opportunities. Over 2016, teachers participated in:– Art and Science of Teaching (Marzano)– Teacher Professional Development Plan– Apply First Aid– Anaphylaxis Training (Face to Face)– Asthma Management– Cardio Pulmonary Resuscitation (CPR)– Child Protection Awareness (CPAT)– Code of Conduct– Disability Standards Training– Emergency Care– Prescribed Medication– Analysing PLAN Reports– Differentiating Mathematics for multi-stage Classrooms– School Planning Committee (planning, monitoring, evaluations and review)

There are currently no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.01

Receipts	\$
Balance brought forward	92,824
Global funds	101,485
Tied funds	28,474
School & community sources	35,692
Interest	2,350
Trust receipts	48,724
Canteen	0
Total Receipts	309,549
Payments	
Teaching & learning	
Key Learning Areas	62,947
Excursions	3,939
Extracurricular dissections	9,428
Library	4,185
Training & Development	9,283
Tied Funds Payments	39,092
Short Term Relief	4,484
Administration & Office	31,849
Canteen Payments	0
Utilities	10,658
Maintenance	6,642
Trust Payments	25,502
Capital Programs	522
Total Payments	208,531
Balance carried forward	101,018

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yetman Public School had a cohort too small to report on during 2016 in Yr 3, 5, and 7

Parent/caregiver, student, teacher satisfaction

The Yetman Students, Staff and Community were consulted to gain their opinion about their satisfaction of the school.

Community Engagement Survey:

This is a school where information about student's progress is clearly communicated to parents and carers.

Respondent Strongly agree/Agree Disagree/Strongly Disagree

Staff	100%	0%
Parents	85%	15%
Students	60%	20%

This is a school where members of the community are regularly invited to meet with school leaders.

Respondent Strongly agree/Agree Disagree/Strongly Disagree

Staff	90%	10%
Parents	85%	15%
Students	40%	20%

This is a school where class activities are interesting and engage students in learning.

Respondent Strongly agree/Agree Disagree/Strongly Disagree

Staff	90%	10%
Parents	100%	0%
Students	80%	10%

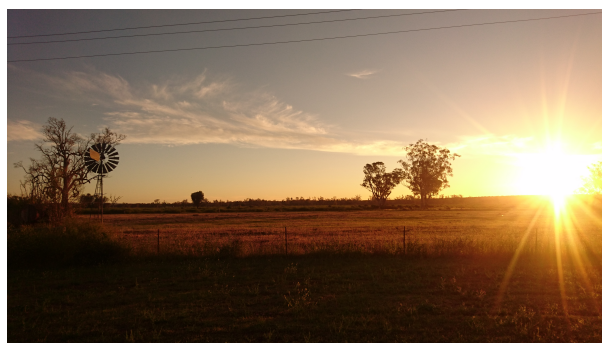
Further to the statements of effective practice, respondents were asked to comment on the most successful things that the school and community do together to improve student learning outcomes and to

- Successful collaboration between school and the community:
- Coming together to fundraise
- Clear information provided at meetings
- Excursions: contribution, planning and executing
- Parent/Teacher interaction and respect: listening to one another
- Excellent Teaching staff

- Parent/Teacher interviews provide comprehensive understanding of student and where they are heading.
- Report cards are very clear
- Involvement of parents & community in decision making at school
- Sharing education through combined events in: ANZAC Day, Country Women's Association events, Clean up Australia Day etc.

Identified areas that require some improvement between the school and community:

- Parents come in more to read with the kids
- Get out to the farms and river more for educational purposes



Policy requirements

Aboriginal education

The school has allocated resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs. Teachers set aside a 5 week block in Term 1 to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Resources for the library were purchased at each stage level and this block has been assigned for each year under our 21st Century Learning program at the school. As part of Personal Health and Development, the students have been partaking in 'Move it Mob Style' dance lessons across the year. The students absolutely love the 'You Tube' clips and the dance interpretations around animal movements. The school also: –Invited visiting Aboriginal artists and Aboriginal education officers to the school. –Developed strong and positive relationships with the parents and family members of our Aboriginal student. –Implemented an Early Transition Program which commences in Week 5 of Term 3 each year and improves readiness for school outcomes.

National Reconciliation Week

As part of our National Reconciliation Week at the school we discussed the term Reconciliation and its meaning. We also revisited some of the significant issues in Aboriginal society. The school hosted other local schools and celebrated a fantastic performance delivered by Gwenda Stanley on 'Sharing Aboriginal Culture'. This opportunity was two-fold, not only were we able to have the four schools come together and

reaffirm friendships and play some sport, but we also were together to hear from a very knowledgeable and engaging speaker on many facets of Aboriginal culture including the many different tribes across Australia, the many languages and examples of animal names in each of them, the weapons and tools that have been used for thousands of years and the native dress and dance of Aboriginal people. The students (and teachers) even got up and participated in traditional dance.

Multicultural and anti-racism education

The school includes multicultural and anti-racism education across all key learning areas. specifically, teachers programs exhibit a strong focus on respecting cultural differences and anti-racism strategies in Personal Health and Development. The school maintains a 21st Century focus across the school year which incorporates planned units in the following areas:

- Asia and Australia's engagement with Asia
- Difference and Diversity
- Ethical Understanding
- Intercultural Understanding

The major activities for 2016 were the cultural study (across all of Term 3) on Mongolia, participation in the Country Women's Association International Day event and Powerpoint Competition and a 5 week block on Asia and Australia's engagement with Asia. This covered all KLA's.

The school also maintains an Anti-Racism Contact Officer.