

# Yerong Creek Public School

## Annual Report



2017



Always TryIng

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## Introduction

The Annual Report for 2017 is provided to the community of Yerong Creek 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.

Kym Poidevin

Relieving Principal

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## School background

### School vision statement

At Yerong Creek Public School students, staff and the community unite to provide a challenging, stimulating and supportive learning environment that motivates all to reach their full potential; academically, emotionally and socially. We foster the development of successful learners, confident and creative individuals and active and informed citizens.

### School context

Yerong Creek Public School is 40 kilometres south of Wagga Wagga and is part of the Lockhart Shire which is predominately a farming community. It is a small rural school with high expectations and quality programs. The school provides education for students drawn predominantly from the semi-rural and surrounding rural areas of the Yerong Creek village. The school values the development of the whole student: social cultural, academic and sporting. Yerong Creek is a proud member of the Greater Kengal Network which includes two other small schools; Boree Creek and Pleasant Hills.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we are Sustaining and Growing.

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both through the use of high quality teaching and learning programs, relevant to student needs. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground and assemblies. Students regularly engage with the behaviour matrix and Class Dojo to solidify their understandings of behaviour expectations. School programs address the needs of identified student groups, through the use of L3 pedagogy, Dens, TEN and BlueEarth. Well-developed and current policies, programs and processes identify, address and monitor student learning needs through the plotting of student growth on the Literacy and Numeracy continuums. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning through engagement with the Wellbeing Framework. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Programs at Yerong Creek Public School integrate technology, library and information services throughout all KLA areas, to provide students with the skills needed for success in the 21st Century environment. A strong learning alliances with other schools in the Greater Kengal Network and organisations enhances the learning needs of all students. Teachers involve students and parents in planning to support students as they progress through the stages of education through 3 way conferencing and student reports delivered twice a year.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** we are Sustaining and Growing

Teachers routinely review previous content and preview the learning planned for students in class, utilising a range of tools, such as Continuum markers, SENA, and SMART data. All classrooms are well managed, with well planned teaching taking place, with clear expectations set and followed to allow all students to engage in learning productively, with minimal disruption. Teachers regularly collect student data and student feedback to evaluate the effectiveness of their own teaching practices and provide explicit, specific and timely formative feedback to students on how to improve, in line with Visible Learning pedagogy. Teachers analyse and use student assessment data to understand the learning needs of students, in order to provide individualised point of need instruction for each student. Data analysis informs the school's learning goals and monitors progress towards them through Best Start and Continuum tracking tools, and this is regularly communicated to parents and carers. Executive, staff, team and other meetings are used to review the curriculum and to revise teaching and learning programs to address student needs. The school has processes in place for teachers' performance and development through engaging with annual PDP processes. Beginning and early-career

teachers are provided with targeted support in areas of identified need, such as undertaking Literacy and Numeracy resource overview training through Adobe Connect. There is active sharing of professional development knowledge between all staff at regular meetings to allow the knowledge to be implemented and build professional capacity within the workplace. Teachers are committed to their ongoing development as members of the teaching profession and there is a strong collaborative culture at Yerong Creek Public School which supports this. Staff engaged in the What Works Best self-reflection guide, and built on this to engage in resource sharing and programming across all KLA areas. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals, and work to maintain minimal disruptions to student learning. Teachers work beyond their classrooms to contribute to broader school programs such as the HOME Aboriginal Arts program.

The results of this process indicated that in the School Excellence Framework domain of **Leading** we are Sustaining and Growing.

At Yerong Creek Public School there is a strong community commitment towards improving student outcomes through positive partnerships between school and home. Parents and community members have the opportunity to engage in a wide range of school-related activities, such as assemblies and excursions. The school is committed to the development of leadership skills in staff and student through strong mentoring programs for teachers, and leadership possibilities for students such as Captain positions, Prefect positions, and various other leadership roles on a regular basis. Links exist with communities of schools, other educational providers and other organisations to support the school's programs such as sporting activities, HOME program, Debating, and overnight excursions which build on academic and social needs. The school solicits and addresses feedback on school performance through 3 way conferences, parent-teacher meetings, social media, surveys, and informal meetings. The three-year school plan has annual iterations focused on achieving identified improvements, which all members of staff are familiar with, and committed to delivering.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Students will be successful learners.

## Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential. To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

## Overall summary of progress

Structures and timeline for when and how data should be consistently collected and used to inform teaching and learning in the focus area of reading, comprehension, writing and place value has been delayed due to change of staff throughout the year. Collection and collaborative review of data in the areas of reading, comprehension, writing and place value has been inputted on a 5 weekly cycle through PLAN. Ongoing collaboration with the Greater Kengal Network provided ongoing professional development in the implementation of How2Learn strategies. A common understanding and procedures for consistent data collection and analysis to inform the teaching and learning cycle was provided through PD on the PLAN continuum tool. 'I can' statements in focus areas of reading, comprehension, writing and place value training was provided through PD with the Greater Kengal network. 3 Way conferences to share student achievements were carried out with students and parents. Processes to encourage, measure and celebrate student learning achievements are in place through Class Dojo and assembly merit certificates. Wellbeing framework PL delivered to all staff is being used in the teaching and learning cycle. Context specific programs, aligned to the Wellbeing Framework, are being used to support engagement and achievement.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality Teaching is underpinned by assessment and feedback processes which empower students to be successful learners demonstrated by; <ul style="list-style-type: none"><li>• Achieving proficient NAPLAN results (top two bands)</li><li>• Expected growth on the Literacy and Numeracy continuums and internal annual assessments.</li></ul>	Professional Development days \$1500	Staff member completed OPL year for L3 training. Students beginning to develop How2Learn strategies, such as goal setting, in their learning. Teachers provide regular feedback to students on where to next in their learning. Staff completed training in Best Start.

## Next Steps

- Continue to build staff capacity and confidence in using the Literacy and Numeracy continuums as part of the teaching and learning cycle, to improve student outcomes.
- 5 weekly data analysis used to monitor student progress and inform teaching
- How2Learn strategies embedded into programs and explicitly taught.
- PL with Literacy and Numeracy programs to support the inclusion of effective evidence based teaching strategies
- SMART data resources used to support achieving proficient NAPLAN results
- Roll out training on the Wellbeing Framework to new staff
- Develop context specific programmes that address the three Wellbeing elements

## Strategic Direction 2

Staff will be high performing and collaborative.

## Purpose

To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.

## Overall summary of progress

Professional learning has been undertaken in the Literacy and Numeracy resource overview to build capacity for teaching staff to address individual student needs There is a shared understanding of Consistent Teacher Judgement in relation to assessment tools undertaken to enhance the teaching programs being delivered. Feedback from staff show there is a shared commitment to professional learning and that collaborative practice is highly valued. All staff undergo a year long Professional Development Plan to improve their practice.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Data analysis is consistent, valid and used to inform differentiation in learning.</li><li>• Collaborative professional learning, including classroom observations, demonstrate reflective practice and clear links to Australian Professional Standards for Teachers.</li></ul>	Beginner Teacher funding used to improve staff knowledge on assessments within PLAN	Professional Development Plans completed satisfactorily. Data from PLAN being used on a 5 week cycle to inform learning. Collaborative professional learning being undertaken which addresses the School Plan.

## Next Steps

- Ongoing PD with the new Progressions
- Ongoing classroom observations to enhance teaching strategies
- Professional learning on formative assessment
- PD for new staff in assessment collection
- Ongoing PD for new staff in Visible Learning and How2Learn strategies

### Strategic Direction 3

Our school community will be inclusive, informed and engaged.

### Purpose

To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

### Overall summary of progress

3 way conferences were successfully held throughout the year. Parent/carer surveys were conducted at intervals to gauge satisfaction about the various programs on offer. Report meetings were held. Active P&C committee meetings held twice per term.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All parents attend 3 way conferences in Term 1 and 3.</li><li>• Feedback from the school community is used to inform and enhance decision making.</li></ul>		3 way conferences were held in Term 1 and 3. Parent information sessions were held around how to support learning at home. Parent/carer surveys were conducted with positive results indicated.

### Next Steps

- 3 way conferences Term 1 and 3
- Informal meetings once per term

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$700.00	Students with aboriginal backgrounds were identified and strategies put in place, in the classroom and playground, to ensure success in all areas of school.
<b>English language proficiency</b>	\$620.00	Students needing support with English language proficiency were identified and strategies put in place, in the classroom and playground, to ensure success in all areas of school.
<b>Low level adjustment for disability</b>	\$1800.00	Students with low level additional needs were identified and strategies put in place, in the classroom and playground, to ensure success in all areas of school.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation of 0.17	QTSS staffing allocation allowed for collaborative professional learning that was linked to the School Plan and staff needs.
<b>Socio-economic background</b>	\$27,000.00	<p>Students were provided with learning environments that catered for their individual needs, through flexible staffing arrangements that utilised individual expertise and delivered quality teaching and learning opportunities.</p> <p>Opportunities for students to access extra-curricular activities were provided in the areas of debating, public speaking, and excursions which complement the learning.</p>
<b>Support for beginning teachers</b>	\$6725.00	Support for beginning teachers funding was utilised to give our beginning teacher extra release from face to face teaching to work towards completing the accreditation process at proficient level.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	9	8	10	8
Girls	13	13	14	13

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.3	94.8	96	89.8
1	88.4	89	95.5	93.6
2	92.4	91.8	93	94.1
3	92.4	83.9	96.8	83.6
4	83.1	92.9	93.4	92.8
5	89.1	93.8	96.8	76.7
6	92.5	91.2	95	95
All Years	90	91.1	95.1	90.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Teachers record student absences each day. Parents/carers are required to provide explanation of non-attendance. The Home School Liaison Officer is contacted regarding students who have poor attendance record.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.93
Other Positions	0

\*Full Time Equivalent

There are no staff who identify as being of Aboriginal heritage.

### 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	0

### Professional learning and teacher accreditation

L3 training

Beginner teacher PD

Staff working towards Proficient Accreditation

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>22,246</b>
Global funds	55,421
Tied funds	24,202
School & community sources	4,360
Interest	1,261
Trust receipts	640
Canteen	0
<b>Total Receipts</b>	<b>85,884</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	7,937
Excursions	0
Extracurricular dissections	7,662
Library	638
Training & Development	5,487
Tied Funds Payments	15,259
Short Term Relief	1,702
Administration & Office	12,070
Canteen Payments	0
Utilities	1,942
Maintenance	521
Trust Payments	864
Capital Programs	0
<b>Total Payments</b>	<b>54,083</b>
<b>Balance carried forward</b>	<b>54,047</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>133,423</b>
Appropriation	125,083
Sale of Goods and Services	84
Grants and Contributions	8,076
Gain and Loss	0
Other Revenue	0
Investment Income	180
<b>Expenses</b>	<b>-69,153</b>
Recurrent Expenses	-69,153
Employee Related	-44,313
Operating Expenses	-24,840
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>64,270</b>
<b>Balance Carried Forward</b>	<b>64,270</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Yerong Creek Public School's finance management processes and governance structures meet the Department of Education's financial policy requirements. Proper accounting records are maintained by the school.

### **Financial summary equity funding**

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	407,961
Base Per Capita	3,668
Base Location	10,216
Other Base	394,076
<b>Equity Total</b>	40,452
Equity Aboriginal	754
Equity Socio economic	26,984
Equity Language	616
Equity Disability	12,097
<b>Targeted Total</b>	10,910
<b>Other Total</b>	1,799
<b>Grand Total</b>	461,122

In survey responses, parents and carers indicated that they were proud of their child's school and believed that student wellbeing was a priority.

Students undertaking the TTFM survey reported as feeling valued at school and satisfaction in their school learning experience.

The school culture survey undertaken by staff indicated satisfaction with the school culture.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Due to small cohort this information is not to be provided.

## Parent/caregiver, student, teacher satisfaction

Strong partnerships exist between school and home and are highly valued by all. Feedback from the whole school community demonstrates a continued overall satisfaction and pride in the school and its directions.