

# Yetman Public School

## Annual Report



2017



3559

## Introduction

The Annual Report for 2017 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.

Charmaine Johnston

Relieving Principal

## School contact details

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## Message from the Principal

In this annual school report we, as a school, celebrate the achievements of nineteen fantastic students at Yetman Public School from Kindergarten to Year 5. All students have been engaged and excited by their education in their own way. At Yetman Public School we are committed to excellence and thrive on individualised learning where every student has the opportunity to be the best they can be. This is emphasised in our motto 'Play the Game' and through our 'You Can Do It!' wellbeing program. We have worked hard to develop a culture using the five keys of Getting Along, Organisation, Resilience, Confidence and Persistence where students are friendly, respectful and set high expectations for learning and achievement.

The teaching staff at Yetman Public School are outstanding educators with strong skills in curriculum, organisation and student wellbeing. The administration, grounds and student support staff work collaboratively with teaching staff to enhance student learning experiences through classroom support, reading support, integration, student wellbeing and resource management. Thank you to all our dedicated staff.

I would like to take this opportunity to acknowledge the Yetman Public School P&C and the wider Yetman community for collaboration with school staff to provide our students with a rich and varied school education. The sesquicentenary demonstrated how the community value our school by working together for a very special celebration attended by three hundred people. Visitors included past and present students, families and school staff. The celebration activities shone a bright light on our school and the students showcased their talents with performances and tours of the school. I have received many letters of congratulations from visitors who attended and I pass this positive feedback on to the whole community.

I especially would like to thank the Yetman Public School P&C for the monumental efforts of raising funds for our school. They have been instrumental in helping the school to organise affordable excursions and to have extra teaching staff; all essential components of a well-round education committed to excellence.

2018 will see the beginning of the new 2018–2020 School Plan. This plan was developed in consultation with students, staff, parents and the school community and reflects the aspirations for future focused learning.

Mrs Charmaine Johnston

Relieving Principal

## School background

### School vision statement

At Yetman Public School we are committed to maintaining strong partnerships with the community and an ethos of high expectations in student achievement. The school community expects professionalism and commitment from staff and students to establish a learning culture in a nurturing, 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. 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. Through collaboration we prepare students 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. We are committed to helping all students reach their learning

## 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 the school is Sustaining and Growing with regard to the Learning Elements. Evidence of this is shown by 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 individual learning plans and an extremely high standard of behaviour. The school has continued our focus on Curriculum and Learning throughout 2017. We are actively supporting student transitions, hold parent, student and teacher meetings to plan curriculum goals for students as individuals and have a comprehensive processes for identifying and addressing student learning needs. Coupled with this, the school has evaluated and enhanced its Assessment and Reporting with highly detailed reports for parents that outline achievements and areas requiring growth. 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 level. Teachers use consistent teacher judgment to analyse student performance data to evaluate their own effectiveness and to provide timely and explicit feedback to students. Teachers collaborate within and across stages to ensure consistency of teacher judgement for curriculum delivery, data analysis and differentiation of curriculum. Within the Learning and Development Element, the school has a particular focus on developing improved teaching methods for literacy and numeracy learning using the Literacy and Numeracy continuums. The school does not have any beginning teachers and all staff are actively engaging with the teacher professional standards for accreditation. 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 Sustaining and Growing. Evidence of Leadership is found in feedback on school performance, community engagement, student, parent, teacher and staff surveys, parent teacher interviews, personalised learning plans, P&C meetings, the Sesquicentenary celebration, school planning committee meetings and informal discussions with parents and community members throughout the year. Leadership has also been developed through consultation with staff, student and the community to develop the 2018–2020 School Plan focusing on pedagogical practices for learning success and the development of initiatives in teaching practices for future focused learning.

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

Teaching staff were engaged in professional discussion around teaching and learning content for future learning in multi–stage classrooms. This resulted in the development of a 3 year whole school scope and sequence for all stages. Teachers and students reflected on student progress using PLAN, SMART and classroom assessment indicators in individualised learning plans. This resulted in students driving their own learning goals and increased student engagement in all areas.

### 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.	Multi–Lit training and resources \$2357	Two teachers and 1 Student Learning Support Officer certified in Multi–Lit. The program has supported six students from Y1–4.

### Next Steps

Development and implementation of the 2018–2020 School Plan with a focus on collaboratively building strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.





## 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

Throughout 2017 staff have engaged in professional learning to support the school plan priority areas and professional development plans. Professional learning included: Staff Induction, Child Protection update, Code of Conduct, Health and Safety Guidelines, Emergency Care and CPR, Anaphylaxis and epipen training, asthma management, Performance and Development Plans (PDPs), Schools Excellence Framework, Multi-Lit, Google Apps, Anti-Racism Contact Officer, Road Safety, SMART data analysis, Principal Induction, Leading Management Business Reform (LMBR), Oliver library system, PLAN data analysis, School evaluation and planning for new school plan.

Parental initiatives to clearly communicate the strategies and content of the school plan were offered as surveys, meetings and parent presentations.

### 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	Teachers engaged in professional coaching discussions to identify areas of improvement from the AITSL Teaching Standards in their Performance and Development Plans. Following classroom observations, collegial discussions included areas of expertise and areas identified for future growth.
Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and Professional Development Plans.	\$0	All teachers have developed Performance and Development Plans reflecting the Yetman Public School 2015–2017 School Plan, professional goals, learning and evidence.

### Next Steps

To lead learning through research based pedagogy to develop high quality educational leadership practices to guide student achievement.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background funding.	Aboriginal Perspectives are embedded into teaching programs. Staff meetings establish if additional resources are needed for Aboriginal Perspectives at YPS. The school participates in NAIDOC celebrations with other small schools.
<b>Low level adjustment for disability</b>	Low level disability funding.	Individual learning plans and data demonstrate a strong growth in student achievement for the year. This is reviewed by the School Planning Committee, Staff and the Principal.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching and Successful Students Funding.	The school has used QTSS and RAM funding to continue with two classrooms to support quality teaching and successful learning.
<b>Socio-economic background</b>	Socio-Economic Background funding.	Whole school assessment 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

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	15	14	12	11
Girls	16	9	8	8

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	75.7		89.3
1	94.5	92.6	96.4	98.3
2	95.4	93.6	95.5	95.5
3	93	76.6	98.4	92.6
4	95.4	77.9	93.9	98.1
5	95.5	94.2	97.7	90.5
6	97.7	94	94.9	96.6
All Years	95.6	87.6	96.3	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	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	93.9	93.9

### Management of non-attendance

Student attendance rates for the school remain stable and in line with state averages.

### Class sizes

Class	Total
KINDERGARTEN	7
YEAR 1-3	9
YEAR 4-6	6

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.6
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	0.9
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation Act 2014 requires schools to report on the Aboriginal composition of our school's workforce. We currently do not have any Aboriginal teaching staff.

## 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	33

## Professional learning and teacher accreditation

Yetman Public School has a comprehensive Teacher Professional Learning and Teacher Accreditation Policy. Teachers are supported and encouraged to reflect on their teaching and articulate their skills and abilities against the Professional Standards for Teachers for continuous improvement. Each teacher has a Professional Development Plan that reflects the school plan and outlines areas in which the teacher is seeking to demonstrate growth across the school year. This plan is supported through observations, coaching meetings with the Principal and attending internal (school-based) as well as external professional development opportunities. Over 2017, teachers and one Student Learning Support Officer participated in MULTI-LIT training with a focus on reading improvement. Staff were also introduced Google Apps for Education to support futures learning and continue to grow in this area. All staff have participated in mandatory training such as First Aid, Anaphylaxis Training, Asthma Management, Cardio Pulmonary Resuscitation (CPR), Child Protection Awareness (CPAT), Code of Conduct, Disability Standards Training and Emergency Care. All teaching and support staff hold current Working With Children Checks.

## 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.

The school received greater than 90 % of families paying the voluntary school contributions. The school holds the SAS staff reference group funds of approximately \$35000 as our school SAM is the chairperson on the Tamworth Directorate Committee.

Receipts	\$
<b>Balance brought forward</b>	<b>101,018</b>
Global funds	106,675
Tied funds	84,109
School & community sources	31,665
Interest	1,660
Trust receipts	8,914
Canteen	0
Total Receipts	233,023
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	60,140
Excursions	7,714
Extracurricular dissections	7,571
Library	4,016
Training & Development	9,914
Tied Funds Payments	53,441
Short Term Relief	688
Administration & Office	32,779
Canteen Payments	0
Utilities	8,279
Maintenance	20,180
Trust Payments	127
Capital Programs	5,740
Total Payments	210,589
<b>Balance carried forward</b>	<b>123,452</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.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	132,285
Appropriation	125,100
Sale of Goods and Services	0
Grants and Contributions	7,185
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-55,532
Recurrent Expenses	-55,532
Employee Related	-42,099
Operating Expenses	-13,432
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	76,754
<b>Balance Carried Forward</b>	76,754

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.

### 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>	357,935
Base Per Capita	3,057
Base Location	30,859
Other Base	324,020
<b>Equity Total</b>	14,208
Equity Aboriginal	780
Equity Socio economic	1,983
Equity Language	0
Equity Disability	11,445
<b>Targeted Total</b>	91,500
<b>Other Total</b>	15,231
<b>Grand Total</b>	478,874

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

### School-based assessment

Yetman Public School has developed practices of collecting data, identifying problems, designing solutions, and then evaluating effectiveness. This is evidenced through examples of formative assessment such PLAN and SMART data, classroom assessment strategies, student learning plans, staff meeting minutes and reporting practices. Initiatives to strengthen assessments in Curriculum and Learning include engaging students in extra-curricular activities with the community of schools as well developing a whole school scope and sequence for learning practices.

### 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. This is to maintain the privacy of our students.



## Parent/caregiver, student, teacher satisfaction

The Yetman Students, Staff and Community were consulted to gain their opinion about their satisfaction of the school against the School's Excellence Framework (SEF).

### ***School Life Student Survey:***

I really like to go to school each day: 100% (strongly agree/agree)

My teacher takes an interest in helping me with my work: 100% (strongly agree)

The school environment is safe for both students and teachers: 100% (strongly agree/agree)

The things I learn are important to me: 100% (strongly agree/agree)

### ***Parent/Community Engagement Survey:***

#### **Learning Culture:**

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement: 100% (strongly agree)

The school has in place a framework to support the academic and emotional wellbeing of students:

The school establishes quality teaching to meet the needs of all students:

Practices are in place for parents to be engaged and understand the learning progress of their children e.g. school reports, parent-teacher interviews, informal communication, surveys, informal feedback, school assemblies, the sesquicentenary and sports carnivals.

Many letters were written to the Principal outlining the success of the sesquicentenary celebrations and the student body presentations. This celebration was a wonderful collaboration of the school, P&C and the wider Yetman community.



## Policy requirements

### **Aboriginal education**

Aboriginal education perspectives are embedded through out all teaching and learning programs. The school has allocated resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives across all KLAs.

Acknowledgement of country is practiced at our assemblies and other school gatherings including the Sesquicentenary, Professional Development and the end of year awards ceremony.

### **National Reconciliation Week**

As part of our National Reconciliation Week at the school we discussed the term Reconciliation and revisited Indigenous history. The school participated in celebrations with 4 other local small schools which included cultural activities in the arts, sport, dance and storytelling.



## Multicultural and anti-racism education

Yetman Public School includes multicultural and anti-racism education across all key learning areas. Teachers programs exhibit a strong focus on respecting cultural differences and anti-racism strategies across units with the following perspectives:

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

Students celebrated harmony day and participated in a cultural study (across all of Term 3) on Nepal in the Country Women's Association International Day event and Power-point Competition. The project included all students in the school and was awarded second place.

The school trained an Anti-Racism Contact Officer (ARCO) who has promoted this position through the school newsletter and staff meetings.