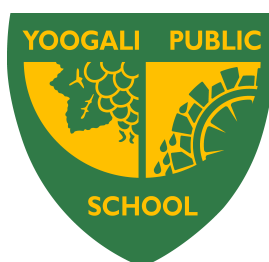


Yoogali Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of **Yoogali 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.

Leanne McWhirter

Acting Principal

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Message from the Principal

I take this opportunity to congratulate the students, staff and school community of Yoogali Public School on their achievements and endeavours in 2017. I feel very proud of the achievements of every person in this school, not only students but staff as well. It has been a very busy and productive year at Yoogali Public School with many successes to celebrate which included our tremendous Centenary weekend.

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some absorbed themselves in enrichment activities others represented our school at zone level in sport and many students developed their skills in the creative arts and had the courage to perform in front of audiences for assemblies and also Education Week. Our performance at the Centenary celebrations was nothing short of amazing. With visitors complimenting the students and saying how wonderful they were to remember so many songs and dances.

I was lucky enough to surround myself and the students with outstanding staff. It sometimes felt we outnumbered the students. We were finally able to secure a permanent School Administrative Manager in Mrs Eldridge so now we have one permanent staff member. Mrs Eldridge's talents were recognised further afield than Yoogali and she was seconded into a training position. Mrs Eldridge has an amazing amount of financial and administrative knowledge and I am very grateful to her for all that she does for our school and for me. While she was away Mrs Mel Mallamace filled in and did so in a magnificent way, always with a smile on her face and a most pleasant phone manner. An ex-student Mr Keith Chapman took on the General Assistant role and our school has never looked so spectacular. We appreciate everything he does to make our grounds look so incredible.

Our school was very fortunate to have quality teachers employed at our school for the year. We had mix of youth and experience, all of whom were extremely enthusiastic members of our team. Mrs Jenny Workman and Mrs Sue Tyrrell were our K-3 teachers and were assisted by Mrs Kirsty Rowston who provided valuable support during the week reducing class numbers and targeting writing and reading skills. Mrs Sarah Rinaldo and I shared the 4/5/6 class. Mr Ted Jones joined our staff as the School Learning and Support Officer and spent the majority of his time in the 4/5/6 classroom. Our school Chaplain, Mrs Theresa Mataora provided pastoral care and support to all of our children.

I would like to thank all the parents and community members who have supported myself and our school throughout the year as volunteers, with working bees and of course everyone who assisted with our Centenary. We are indeed fortunate to have such a dedicated group of parents working in the best interests of our school. I would like to thank our very hard working committee; president Sue Rebetzke, vice-president Garry Buckley and secretary/treasurer Tamara Ingold. Special mention to a couple of work horses who are not part of the committee, may not get to too many meetings but are always there to lend a hand, Lyn Buckley and Jodi Sayers thank you.

We are committed to the enhancement and improvement of the literacy and numeracy skills of all students and continue to foster the growth and educational needs of all students in a happy, secure and stimulating environment. Implementation of Early Action for Success and the continued appointment of our Instructional Leader, Mrs Karen Date, to the school has been of great benefit to both staff and students and proved a great asset to the school.

Our school recognises that educational development is a lifelong process and opportunities are provided for students, staff and parents to ensure that teaching and learning programs and processes are meaningful and reflect systematic expectations and guidelines.

This report is an overview of the school's achievements, programs and activities for 2017. It describes the progress and success of students and the school, brought about by the dedication of staff and the participation and support of parents and the wider school community.

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.

School background

School vision statement

Our vision at Yoogali Public School is to provide quality and equitable education for all students.

We believe in building a safe and inclusive learning community in which students can develop a sense of belonging and wellbeing.

All students have the opportunity to attain knowledge, skills, values and attributes enabling them to become independent and successful lifelong learners.

The provision of a high quality learning environment is essential to inspire happy and effective members of the global community.

School context

Yoogali Public School is a small village school located on the outskirts of Griffith in the Riverina.

We provide a happy, safe and nurturing environment with clear expectations and challenges for all students. This provides students with opportunities to take risks that enable them to achieve at their full potential academically, socially and emotionally.

Specific student needs are met with the support of School Learning Support Officers and specialist teachers in and Reading Recovery.

The school is an Early Action For Success partner and has the support of an Instructional Leader to foster student learning and improve both Literacy and Numeracy outcomes for children in Kindergarten to Year 3.

Yoogali Public School has a student population of 27 children with 2 multi stage classes.

The school attracts equity funding to support the needs of students based on;

Socio-economic-background

Aboriginal background

Low level adjustment for disability.

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.

In the domain of Learning, the staff indicated through the evidence gathered that the school was at the following levels;

1. Learning – Sustaining and growing
2. Wellbeing – Excelling
3. Curriculum – Excelling
4. Assessment and reporting – Sustaining and growing
5. Student Performance Measures – Delivering

In 2017 the school continued to work on developing student skills through the continued implementation of the Early Action for Success program. Student learning was carefully monitored and adjustments were made where necessary.

In the domain of Teaching, the staff indicated through the evidence gathered that the school was at the following levels;

1. Effective Classroom Practice –Sustaining and Growing
2. Data Skills and Use – Sustaining and Growing
3. Professional standards – delivering
4. Learning and Development – Sustaining and Growing

In 2017 we continued to reload the Positive Behaviour for Learning Program to improve effective classroom practice.

In the domain of Leadership the staff indicated through the evidence gathered that the school was at the following levels;

1. Educational Leadership – Sustaining and Growing
2. School Planning, Implementation and Reporting – Sustaining and Growing
3. School Resources – Sustaining and Growing
4. Management practices and processes – Sustaining and Growing

Our focus continues to be putting in place processes to allow parents and community members to engage with the school in a positive manner.

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

Quality Learning

Purpose

To provide every student with meaningful, challenging and focused learning experiences to become successful learners who are able to think critically, creatively and ethically.

Overall summary of progress

Quality Teaching and Learning is our priority. Professional learning was led by our Instructional Leader, who provided training in Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN). These initiatives will have a significant impact on student learning, particularly for equity groups, in the early years of schooling.

Staff built their capacity to use the literacy and numeracy continuums to monitor student progress and develop appropriate learning activities. Continuum data was monitored and updated every 5 weeks to inform teaching and planning for learning. The Instructional Leader assisted with the coordination and identification of literacy and numeracy achievement through the use of data analysis and for appropriate tiered interventions. In addition, Personalised Learning Plans were developed and implemented to meet the learning needs of all students.

The school began the implementation of explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive improvement in teaching practice. Implementation of the Performance and Development Framework, aligned to the Australian Professional Standards for Teachers, has seen an improved focus on quality teaching, professional development and knowledge of the teaching standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching end of stage expectations.	In 2017 staff worked on placing students on the continuum across the school setting.	Instructional Leader 0.2 FTE Teacher release for Professional Learning
Learning activities across all curriculum areas will be data informed to ensure personalised learning is provided for all students.	Staff looked at various forms of data and how this can be used to inform personalised learning for all students.	Instructional Leader 0.2 FTE Teacher release for Professional Learning

Next Steps

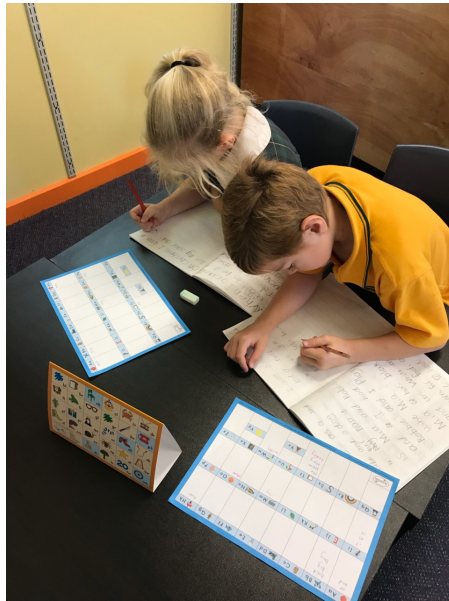
Continue to provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners motivated for success.

To stretch the use of the Instructional Leader model to incorporate Years 3–6.

K–6 five weekly continuum review and evaluation where students will be targeted according to the data collected.

Work towards having Personalised Learning Plans for all students K–6.

Transitioning staff towards using the Learning Progressions K–2 initially and then with Years 3–6 as the program evolves.



Strategic Direction 2

Teaching and Leadership

Purpose

To provide opportunities to develop staff capacity for continuous improvement in teaching and leadership practices. As well as providing rich learning experiences by identifying and implementing quality teaching practices against NSW Teaching Standards.

Overall summary of progress

Mathematics is being implemented in all class programs and monitored and reviewed by the school's supervision processes.

All teachers' Performance Development Goals are all linked to Australian Professional Standards for Teachers.

An annual cycle of the Performance Development Framework has been successfully completed as teaching staff have developed professional learning goals, been involved in classroom observations, shown evidence of learning, evaluated and reviewed goals and have begun to plan for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will engage with the Quality Teaching Model and take responsibility for their professional growth against the Australian National Teaching Standards.	Staff have worked on developing their knowledge of the Australian Teaching Standards.	
Documentation of teacher engagement with the annual Performance and Development cycle based on their PDP.	All staff have developed their PDP's inline with the Australian Teaching Standards.	

Next Steps

Staff will complete their PDP aligned to the Australian Teaching Standards, the School Plan and in school accountability measures.

From this the process will move to observation stage 2018.



Strategic Direction 3

Engagement

Purpose

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.

Overall summary of progress

In 2017 we put in place and implemented the Positive Behaviour for Learning program. The program resulted in overall improvement in student behaviour within the school. In 2017 we revised the school matrix which was updated and explicitly taught to students. A staff member was accessed reload training to upskill the rest of the staff by coaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth in positive behaviour, leadership and social choices.	Online Google forms were used to collect data from teachers on playground duty and showed a growth in positive playground behaviour.	
Students capitalise on opportunities that exist with external agencies and become active citizens in our community.	<ul style="list-style-type: none">Students participated in<ul style="list-style-type: none">the ANZAC march in Griffithfundraising activities for charity organisations – utilising collaboration and collegiality within the Yoogali community, demonstrating a unified front.Scalabrini Village visits to entertain and interact with the residents of the nursing homeYoogali School Centenary – over 400 people attended a variety of activities over the Centenary weekend building a very positive image of our school to the wider community.	Applied for a successful received a grant from Griffith City Council for \$2500 for the Centenary. Expenditure total was approximately \$2700
Parent, staff and student surveys indicate an increased positive school culture of inclusion and collective well-being.	80% of the families at Yoogali PS returned satisfaction survey in 2017. Of those families over 95% indicated that they strongly agreed or agreed that Yoogali Public School has a positive culture inclusion and collective wellbeing.	

Next Steps

Yoogali staff will use parent surveys, Tell them from Me (TTFM) and Positive Behaviour for Learning (PBL) to triangulate data to inform best practice, including movement from playground behaviours to classroom behaviours. TTFM indicated a decrease in student perceptions of being victims of bullying by 15% and an increase in students positive behaviour at school by almost 30%, which can be related to the reload of PBL.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>The Student Learning support officer worked with identified Aboriginal students to target their learning needs and improve student outcomes.</p> <p>Individual Learning Plans were developed for all Aboriginal students across the school with parental and student input.</p> <p>NAIDOC Week cultural activities took place. Griffith Aboriginal Medical Service volunteered to assist with activities and students took part in Indigenous games with Wiradjuri community members.</p>	Student Learning Support Officer dedicated to Aboriginal students – 0.4 (2 days per week)
Low level adjustment for disability	<p>All students with low level learning disabilities were targeted through learning support in the classroom and adjustments were made to program delivery where required. Teachers delivered intervention programs on an individual or small group basis according to the identified needs. This intervention allowed students to maintain steady progress throughout the school year across aspects of literacy and numeracy.</p> <p>An SLSO provided additional support in the classroom environment .</p>	Staffing allocation 0.4 FTE
Quality Teaching, Successful Students (QTSS)	In 2017 staff were released to work with the instructional leader to develop their knowledge of how to cater for the students in a multi staged classroom.	Staffing allocation 0.036 FTE
Socio–economic background	<p>In 2017 funds were expended on providing staff with appropriate Professional learning. This included PBL, L3 and L3Stage 1.</p> <p>Students excursions were also subsidised to allow all students the opportunity to take part.</p>	Flexible funding \$44 319
Early Action for Success	In 2017 Yoogali PS was in	\$16 000 from RAM for staffing

Early Action for Success	<p>it's third year of the Early Action for Success (EAfS) program. This involved the employment of an Instructional Leader who worked with the K–2 staff.</p> <p>Students' progress was monitored and plotted against the continuum and students received tiered interventions as needed.</p> <p>Yoogali Young Starters program had a very successful year with enrolments reaching 16 students, 10 of whom began Kindergarten at Yoogali PS in 2018.</p>	\$16 000 from RAM for staffing
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	31	33	13	16
Girls	31	28	10	12

Student enrolments are increasing slowly.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	95.1	94.8	80.9
1	93.5	92.4	89.2	93.5
2	95.3	95	96.9	96.4
3	95.3	95.2	95.5	97.8
4	98.4	93.8	93.4	96.4
5	91.8	96.2	93.7	90
6	94.2	92.7	98.8	88.4
All Years	94.6	94	94.4	91.6
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

Attendance rates in 2017 have remained above state average. Attendance is monitored closely and student absences are followed up with letters and phone calls. In 2017 Yoogali engaged with the Home School Liaison officer to improve Kindergarten attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.33
Other Positions	0

*Full Time Equivalent

The AEO took leave without pay for 2017 to be replaced in 2018.

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

All staff at Yoogali Public School are committed to their ongoing professional development.

Professional Learning included:

1. TPL network Learning Continuum
2. Early Action for Success – Learning, Language and Literacy L3 Training
3. PBL reload training
4. LMBR training
5. Face to Face mandatory requirements for CPR and Anaphylaxis
6. Career Development training
7. Filmpond

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.

This summary of financial information covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2017 financial statement is tabled at the annual general meeting of the P&C.

Receipts	\$
Balance brought forward	102,166
Global funds	59,513
Tied funds	153,504
School & community sources	24,043
Interest	1,930
Trust receipts	350
Canteen	0
Total Receipts	239,339
Payments	
Teaching & learning	
Key Learning Areas	4,587
Excursions	481
Extracurricular dissections	12,263
Library	1,004
Training & Development	3,181
Tied Funds Payments	56,188
Short Term Relief	7,621
Administration & Office	7,182
Canteen Payments	0
Utilities	9,655
Maintenance	11,909
Trust Payments	0
Capital Programs	0
Total Payments	114,071
Balance carried forward	227,433

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 Actual (\$)
Opening Balance	0
Revenue	330,081
Appropriation	318,987
Sale of Goods and Services	136
Grants and Contributions	10,957
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-133,205
Recurrent Expenses	-133,205
Employee Related	-77,980
Operating Expenses	-55,225
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	196,876
Balance Carried Forward	196,876

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 Actual (\$)
Base Total	446,433
Base Per Capita	3,515
Base Location	8,701
Other Base	434,217
Equity Total	110,124
Equity Aboriginal	27,116
Equity Socio economic	44,319
Equity Language	0
Equity Disability	38,690
Targeted Total	31,860
Other Total	190,669
Grand Total	779,087

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.

Due to the small number of students in Year 3 and 5, results cannot be reported on as it may allow individual students to be identified.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Due to the small number of students in Year 3 and 5, results cannot be reported on as it may allow individual students to be identified.

Trend data demonstrates that the nadir of 2016 has moved to an upward trend, demonstrated in all areas of NAPLAN in Years 3 and 5. Numbers of Aboriginal or TSI students remain a small sample unable to be reported on or individually identified.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents and students about the school. In 2017 opinions were gathered via a survey sent out to all parents and students.

Responses were collated and are presented below.

95% of parents were in either agreement or strong agreement in all of questions surveyed.

They feel:

- Yoogali Public School has a positive culture of inclusion and well-being.
- Teachers expect children to do their best, treat students fairly, provide them with useful feedback and motivate them to learn.
- Their children feel safe and are making good progress.
- Yoogali Public School student behaviour is well managed.
- They are able to talk about their concerns and their opinions are taken seriously.
- Their child likes being at the school.

Positive comments about the direction of the school were very complimentary and highly approving of the current staff and school environment.

95 % of students were either in agreement or strong agreement with the following:

They feel:

- Safe and are treated fairly whilst being expected to do their best.
- They are able to talk to their teachers, given interesting things to do, are motivated to learn and provided with useful feed back.
- Student behaviour is well managed and they like being at Yoogali Public School.



Policy requirements

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. This was achieved in 2016 by:

- "Acknowledgement of Country" by students leaders and teachers at all assemblies and special occasions.
- Celebration of NAIDOC Week at school with a variety of activities utilising local Wiradjuri people from the Griffith Aboriginal medical service.

Multicultural and anti-racism education

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.