

Yerong Creek Public School

Annual Report



2018



Always Trying

3556

Introduction

The Annual Report for **2018** 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.

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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.

Our school motto of Always Trying is reflected in all aspects of our vision for the school community.

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 Delivering.

Progress in learning and achievement is identified and acknowledged through regular conferencing, success criteria, and learning intentions. The aspirations and expectations of students and parents/ carers are known and inform planning for learning through 1:1 meetings, 3 way conferencing and surveys. The needs of all students are explicitly addressed in teaching and learning programs, through the use of continuum tracking 5 weekly, L3 pedagogy, TEN, DENS, online individual programs in literacy and numeracy, BlueEarth, and wellbeing programs. The school's wellbeing approach focuses on creating an effective environment for learning through Class Dojo points, class rewards, assembly awards, and Term rewards. Teachers and other school staff explicitly communicate expectations of behaviour across school settings in formal and informal instruction. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored, leading to informing teaching and learning programs at point of need. The school analyses internal and external assessment data to monitor and report on student and school performance, and provides feedback to students and parents/ carers through 3 way conferences in Term 1 and 3, and School Reports in Term 2 and 4. Additionally, students who have a Personalised Learning Pathway, or Personalised Learning and Support plan, have scheduled periodic meetings with the teacher to define future goals.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are Delivering.

The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes such as Best Start, NALPAN, Benchmarking, SENA, and ongoing formative assessments across all KLA's. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely review previous content and preview the learning planned with students in each class. Teachers routinely engage in classroom observations to build on their expertise in delivering high value lesson plans. They maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning through a focus on whole school behaviour expectations, as well as a focus on How2Learn strategies. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data, such as Best Start training, Progressions, phonics training, and Building Early Numeracy training. The school has processes in place for teachers performance and development through engaging with the annual PDP processes. Beginning and early career teachers are supported in areas of identified need, such as undertaking Literacy and Numeracy training both online and face to face training. There is an active sharing of professional development knowledge through scheduled meetings in the school, as well as engagement in professional learning across the Greater Kengal professional network. Staff engaged in

the What Works Best self-reflection guide, and built on this to engage in resource sharing and programming across all KLA's. Teachers are committed to working towards the school goals, as stated in the School Plan, and work towards maintaining minimal disruption to student learning. Teachers work beyond their classroom to contribute to broader school programs and extra curricular activities such as HOME arts project, Rural and Remote STEM project, Blue Earth program, intensive swimming program, public speaking and debating.

The results of this process indicated that in the School Excellence Framework domain of Leading we are Delivering.

At Yerong Creek Public School, there is a strong commitment to building positive partnerships between the school and home. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community, such as school assemblies, excursions, and membership in the P and C committee. The school's staffing is organised and managed to ensure an effective learning environment which best suits the needs of all students. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. Technology is accessible to staff and students, through the supply of computers, laptops, iPads and online learning programs. Student leadership is supported through the selection of School Captains and Vice Captains, and all students have the opportunity to embrace leadership roles through engagement in the HOME program, BlueEarth, debating, public speaking, sporting activities and school based clubs such as recorder and chess. The school promotes and addresses feedback on performance through 3 way conferences, parent-teacher meetings, informal meetings, P and C meetings, surveys, and social media. All staff are familiar with, and committed to delivering, on the priorities identified in the three year school plan through regular discussions and meetings.

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

Successful Learners.

Purpose

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

To provide positive, respectful and caring relationships, which will contribute to an aspirational learning culture supporting all developmental domains of the students.

Overall summary of progress

Assessment practices have been aligned with a newly formed Assessment Scope and Sequence and structures are in place for when and how data should be collected and used to inform teaching and learning in the focus areas of reading, comprehension, writing and place value. OPL L3 K-2 has been completed. PD Dylan Williams formative assessment has been delayed till 2019 across our Community of Practice as a result of staff leaving both schools. Formative assessment rubrics have been devised for reading, writing, comprehension, and place value, and are accessed through the Yerong Creek shared Drive, making them accessible to all staff at all times. Training has been completed on formative assessment, introducing Progressions, Progressions and Literacy, Best Start and NAPLAN Online. Plotting of student growth after 5 weekly interventions for targeted students against the Continuum is in place. There is a shared understanding of how formative assessment is used to drive student learning through engaging in weekly staff meetings. I can statements are used in daily teaching and learning activities, and will be updated from Continuum markers to Progressions during 2019. Staff have engaged in training for developing PLP's for targeted students. How2Learn habits have been embedded into weekly programs, focussing on one habit each week. Further training will be undertaken in 2019 due to change of staff. Yerong Creek Public School has established a recorder club, chess club, BlueEarth, healthy school canteen, and Crunch and Sip program to ensure students are feeling valued and supported at school with their interests addressed. Processes to encourage, measure, and celebrate student learning achievements have been addressed through Class Dojo, class rewards, and assembly awards. Context specific programs are being delivered, in line with the Wellbeing Framework, to support student engagement and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficient NAPLAN results (top two bands).	Professional Development days \$4000.00	Staff member completed OPL year for L3 ES1. Students engaging with How2Learn habits, with ongoing targeting next year. Teachers engage with data to find the "where to next" for each student. Staff completed training in Best Start and formative assessment. Assessment schedule embedded. PD undertaken on Progressions.
Growth in percentages of children achieving outcomes in higher clusters in K-6 literacy and numeracy Progressions.	Professional Development days \$4000.00 School resources \$300.00	Staff completed PD on the new Progressions and SCOUT program. Resource packs made to address cluster markers to build teacher capacity. Teaching programs demonstrate How2Learn strategies. Due to staff changeover end Term 3, How2 Learn program to be rolled out to new staff for beginning 2019. Training provided for beginning teacher to construct PLP'S and PLSP's for targeted students with all identified students having a plan which will be reviewed throughout the year.
Improved levels of student engagement as evidenced by the TTFM survey	SportingSchools funding \$6000.00 Science Week grant \$300.00	Visit from LiveLifeWell team resulted in postponing online PD due to time constraints with other programs being delivered. Will recommence in 2019. LiveLifeWell section included in newsletters on ongoing basis to build understanding of the initiative in the community. Parents and carers received information about the crunch and sip program and have responded by including

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student engagement as evidenced by the TTFM survey		vegetables for the program.. Canteen is now in line with requirements and is well supported by students. Staff meetings held to update staff on changes.

Next Steps

- Continue to build staff capacity in using the Literacy and Numeracy Progressions to improve student outcomes
- Continue to engage in PD formative assessment in our Community of Schools
- Roll out Gardening club and LiveLifeWell program
- How2Learn strategies reviewed and training provided for new staff
- Roll out training on the Wellbeing Framework for all new staff
- Introduce SRC across the school to promote student voice
- Refine the clubs and interest groups on offer (recorder, chess, gardening)
- Address wellbeing needs of students through Berry Street Educational Model PD
- Restructure Literacy session to optimise learning for all students
- All students mapped to the Literacy Progressions

Strategic Direction 2

High Performing and Collaborative Teachers.

Purpose

To ensure teachers have the capacity to implement high quality curriculum to meet the needs of all students.

Overall summary of progress

Professional learning has been undertaken by staff in Literacy and Numeracy, Progressions, Formative Assessment, and How2Learn. Due to staff changeover at the beginning of Term 4, new staff will be undertaking training in 2019. Partnerships between Community of Schools has begun to strengthen in the area of STEM learning, and will be a focus during 2019 and beyond. Staff have a shared understanding of Consistent Teacher Judgement and use this actively in plotting where to next for each student. Meetings are held regularly with staff to ensure accuracy of plotting. Feedback from staff report a high degree of satisfaction with the collegial approach to peer observations and lesson planning. All staff undertake a year long Professional Development Plan to cater to their goals and needs in addressing improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers demonstrate increased level of collaborative practice both at an intra and interschool level.	Release time to collaborate \$2000.00 AAPT, observation templates	All staff identify need for more collaboration. Time constraints are identified as an issue. Class teacher to be given release overlapping with Principal to allow weekly collaboration on units of work and PD. Time allocations identified and timetable adjusted to ensure staff have the opportunity to meet together for lesson observations and collaborative planning.
100% of teachers demonstrate increased level of data analysis to inform teacher practice.	Progressions training, Best Start training, PD Dylan Williams, Staff Meetings Release time Beginner Teacher \$6893	All students showing growth as measured by L3 assessment carried out 5 weekly. L3 completed. BB4N completed as adjusted plan with staff to undertake again in 2019 with the new BB4N course. Scope and sequence in place for formative assessments and programs include ongoing assessment to track student development.

Next Steps

- Formative Assessment training package delivered for new staff
- All staff to engage in Professional Development rounds
- Investigate Quality Teaching Rounds
- Engage in Community of Schools for varied priorities (STEM)
- Ongoing classroom observations
- Ongoing PD extra release for Instructional Leadership rounds
- Ongoing PD for new staff on How2Learn

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$792	Students with Aboriginal backgrounds were identified and strategies put in place, in the classroom and playground, to ensure success in all Developmental domains.
English language proficiency	\$400	Students requiring support with English language proficiency were identified and strategies put in place, in the classroom and playground, to ensure success in all Developmental domains.
Low level adjustment for disability	\$13 674	Students identified as requiring additional support due to disability were identified and strategies put in place, in the classroom and playground, to ensure success in all Developmental domains.
Quality Teaching, Successful Students (QTSS)	\$ 4581	QTSS staffing allocation allowed for collaborative professional learning that was linked to the needs of the School Plan.
Socio-economic background	\$28 933	<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 Recorder club, chess club, debating, public speaking, STEM, arts and excursions, which complemented their learning.</p>
Support for beginning teachers	\$ 6893	Support for beginning teachers funding was utilised to give the beginning teacher extra release from face to face teaching, to enable her to work towards Proficient teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	10	8	6
Girls	13	14	13	11

Student enrolment at Yerong Public School comprised of 17 students. This included 6 males and 11 females. Twelve per cent of students identified as Aboriginal. Twelve per cent of students identified as EALD. The school has a diverse socioeconomic background composition.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	96	89.8	95.9
1	89	95.5	93.6	92
2	91.8	93	94.1	94.7
3	83.9	96.8	83.6	94.8
4	92.9	93.4	92.8	80.3
5	93.8	96.8	76.7	96.8
6	91.2	95	95	40.2
All Years	91.1	95.1	90.1	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.55
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.73

*Full Time Equivalent

There are no staff who identify as being of Aboriginal or Torres Strait Islander 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	50

Professional learning and teacher accreditation

L3 training

Best Start training

Beginner Teacher PD

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	64,270
Revenue	428,420
Appropriation	404,937
Sale of Goods and Services	163
Grants and Contributions	22,752
Gain and Loss	0
Other Revenue	0
Investment Income	568
Expenses	-425,083
Recurrent Expenses	-425,083
Employee Related	-362,602
Operating Expenses	-62,481
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	3,337
Balance Carried Forward	67,608

Yerong Creek Public School's financial management processes and governance structures meet the Department of Education's financial policy requirements. Proper accounting records are held by the school. During 2018, we continued to upgrade our Technology STEM resources. We also provided extra teacher days to employ a second teacher full time to ensure that teaching and learning is optimised, addressing the needs of all students. A large investment was made in purchasing literacy resources, including an emphasis on decodable readers to maximise and improve learning outcomes for all students. The surplus is a result of building funding capacity to continue to employ a second full time teacher in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	325,437
Base Per Capita	4,061
Base Location	9,601
Other Base	311,775
Equity Total	43,798
Equity Aboriginal	792
Equity Socio economic	28,933
Equity Language	400
Equity Disability	13,674
Targeted Total	13,735
Other Total	4,654
Grand Total	387,624

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohort, this information is not provided.

Due to the small cohort, this information is not provided.

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. As schools transition to NAPLAN online, the band

distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Indigenous Games, and henna paintings. Students participated in a range of other activities throughout the year which enhanced their understandings of diversity and culture.

In keeping with the Premiers priority of an increase in the top two NAPLAN bands, Yerong Creek Public School is committed to improving the quality of teaching and learning programs to meet this target. Currently, students have had growth from 2017 to 2018.

Parent/caregiver, student, teacher satisfaction

Strong partnerships exist between school and home, and are highly valued by all stakeholders. Feedback from the whole school community has demonstrated an overall satisfaction with the school and its directions. Students undertaking the TTFM survey, and alternative surveys, reported a satisfaction in their school learning experience, and felt valued and supported by their teachers. The school Wellbeing survey undertaken by staff indicated satisfaction with the school culture and direction.

Policy requirements

Aboriginal education

Aboriginal education has continued to play an important role across all KLA's, in order to close the gap between Indigenous and non-Indigenous people. Yerong Creek Public School participated in a year long HOME arts project, where well known Aboriginal artists were studied and a work of art produced. This artwork was featured at the Albury Art Gallery at the end of the year. As part of the program, students were introduced to the Wiradjuri language, and performed song and dance with Wiradjuri language. A range of school activities associated with an Aboriginal focus were undertaken throughout the year, which have contributed to maintaining positive relationships with Aboriginal stakeholders at the school.

Multicultural and anti-racism education

Multicultural perspectives are embedded in all key Learning Area's at Yerong Creek Public School. Through participation in, and engagement with, other cultures, students begin to have an understanding of the world around them, and build on their skills in respecting others. Students participated in various activities for Harmony Day with students across the 3 schools in our network. Students engaged in activities of family similarities and differences, Stone Art,