

Yetman Public School

Annual Report



2018



3559

Introduction

The Annual Report for **2018** 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

Principal

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Message from the Principal

2018 has flown by with a number of big events over the year involving other small schools and the community. The school has benefited from the fantastic support of the P&C committee, school staff and the wider community. The biggest event of the year was the Year 3–6 excursion to Canberra and Perisher. This excursion was made possible by the colossal fund raising events that made the excursion so affordable for families. I would personally like to thank the P&C for their generous support. The excursion was a wonderful way for students to consolidate their learning about government, democracy and our Australian capital.

As a small rural and remote school we are committed to providing our students and staff with opportunities to engage in learning and friendship with other small schools. We have strengthened our links with other small schools through sporting events in the Macintyre cluster. We have built on this premise by inviting other schools to participate in writing sessions with visiting authors, a mulo cricket day and the Reading Hour author visits. In term 4 we joined the 'One School' network with a vision to foster high quality, collaborative teaching and learning practices that connect students and teachers and reduce isolation. We will continue to build these relationships with our buddy schools in order to foster friendship and collaborative learning experiences.

The teaching staff at Yetman Public School are outstanding with strong skills in curriculum, organisation and student welfare. Teachers have demonstrated commitment to providing excellence in learning and strive to enhance student learning every day. Utilising individual strengths we have developed our STEAMMEE program which embraces Science, Technology, Engineering, Art, Music, Maths and Environmental Education. STEAMMEE is aimed at future focused learning. Surveys reveal that students are excited about their learning and engaged with STEAMMEE. We will be continuing our STEAMMEE program next year. This year we have been on a journey of continuous learning, feedback and improvement. Staff have been involved in numerous training opportunities in visible learning and have seen wonderful improvements in student learning.

A wonderful addition to our school program was our participation in the 'Share Our Space' initiative. This program allowed the school to open the playground to the community over the Christmas break.

2019 will be the second year of implementing the 2018–2020 School Plan. This plan was developed in consultation with students, staff, parents and the school community. The school plan reflects the aspirations for future focused learning.

Mrs Charmaine Johnston

Principal

School background

School vision statement

Yetman Public School is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their full potential.

Our staff are innovative and dynamic, providing leadership that inspires academic success.

We work together as a whole school community to prepare our students to be confident, persistent and resilient learners within our ever-changing, challenging world.

School context

The Yetman Public School motto 'Play The Game' 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 supports children from surrounding areas and the township of Yetman; which is a rural and remote community, approximately 120km from the nearest large town of Inverell.

The school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve their maximum potential. We have a highly experienced and dedicated staff that is committed to initiative, quality learning outcomes for all students. We have strong ties with the local mobile preschool, Tharawonga, and Warialda High School. Students are supported through strong transition programs for starting school and for high school.

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.

With a focus on assessment, the results of this process indicated the school is Sustaining and Growing with regard to the 'Learning' domains. Assessment is used as a tool to support learning across the school. Teachers use strategies and skills learned from training in Visible Learning pedagogy to create opportunities for students to give and receive feedback on their learning. The school is excelling in using formative assessment, within the Visible Learning framework, as an integral part of daily classroom instruction.

In the domain of 'Teaching' the school is excelling in areas of explicit teaching, feedback, collaborative practice and professional standards. A whole school approach to ensuring evidence based practice supports the optimal learning experiences for a range of students and abilities. Teachers have collaboratively developed practices that involve identifying learning intentions and success criteria. Feedback tools such as 'The Paddock' have also been developed and are used daily to explicitly identify the learning path for students. Teachers collaborate within and across stages to ensure consistency of teacher judgement for curriculum delivery, data analysis and differentiation of curriculum.

Within the 'Leading' domain, the school has had a particular focus on training and developing improved teaching methods in preparation for using the new Literacy and Numeracy continuums, PLAN 2 and Best Start data. The school does not have any beginning teachers and all staff are actively engaging with the teacher professional standards for accreditation. The school has self-assessed as Excelling. In 2018 the school has had a focus of distributive, instructional leadership to sustain a culture of effective, collaborative and evidence based teaching along with ongoing improvement. Evidence of distributive Leadership include the implementation of a team for assessment for impact; leadership in developing visible learning tools and pedagogical practices for learning success and the development of initiatives in teaching practices for future focused learning.

Our self-assessment process will assist the school to refine our school plan and milestones, 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

Excellence in Teaching and Learning.

Purpose

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.

Overall summary of progress

The Yetman Public School's professional development plan has included training and development in Visible Learning throughout 2018. This had enabled teaching staff to embed learning goals and success criteria into teaching and learning programs and professional practice for writing. Teachers are leading student understanding and use of feedback to improve learning. As a direct result students are engaged in challenging work and feel supported to take risks in their learning; particularly across the Literacy and Numeracy curriculum. This is supported through formative assessment, feedback practices, classroom observations and summative assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are demonstrating expected or above expected growth in literacy and numeracy as indicated by internal measures and the Literacy and Numeracy Progressions.		Collegial discussions using data from formative and summative assessment practices have indicated that all students are demonstrating growth.
Learning Intentions and success criteria are embedded in differentiated learning across STEAMEE (Science, Technology, Engineering, Arts, Music and Environmental Education) programs and are aligned with future focussed pedagogies.	\$4000	Collaborative practices include classroom observations, planning sessions and professional development on visible learning pedagogy, have been developed to foster collegial discussion on future focused learning. Development of STEAMMEE program. Participation in the STEMshare pilot project.
Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.		Every teacher uses formative and summative assessment data to inform their impact and next steps to develop differentiated learning programs based on student learning needs.

Next Steps

The Principal and one teacher attended a two day training on 'Assessment for Impact'. The team developed a vision statement, project logic plan and implementation plan in consultation with other teaching staff for 2019. Professional development will focus on using authentic, formative assessment and evaluation strategies to inform future focused teaching and learning.

Strategic Direction 2

Pedagogical Practice for Learning Success .

Purpose

To lead learning through the implementation of research based pedagogy to develop high quality educational leadership practices for guiding learning.

Overall summary of progress

Teachers have shown evidence of Visible Learning pedagogy in writing programming, planning and activities to evaluate impact on student learning and growth. Evidence in programming at the end of semester 2. All teachers consistently use Learning Intentions and Success criteria in programs and in classroom displays. Visible learning is a fixed agenda item at staff meetings. This has resulted in consistent and collegial discussions around best practice for visible learning in the classroom.

Student and teachers were surveyed in regards to visible learning with strong suggestions that practices implemented such as learning intentions, success criteria and feedback tools were making learning more visible to students. Parents were given this feedback through end of year reports and parent teacher interviews. Teachers have developed a draft 'Garden Gurus' teaching and learning timetable which incorporates the 'You Can Do It!' well-being program, Environmental Education, gardening and cooking. The school was also successful in applying for funding through the Rural and Remote initiative to fund a sensory garden project. The sensory garden will to support Garden Gurus, integration, wellbeing outcomes and Aboriginal perspectives into student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning intentions and success criteria are visible and explicitly used in all settings for continuous improvement.	\$5000	Teacher professional development in Visible Learning pedagogy. Through teaching programs and classroom displays learning intentions and success criteria are identified for students and teachers. With support, students developed and assessed their own learning intentions across the school.
Expert use of feedback and formative assessment are observed in all contexts as evidenced through classroom observations and teacher self-reflection data.	\$1200	Leadership team professional development in embedding formative assessment. Teaching staff have developed an assessment vision, project logic plan and milestones for developing and delivering expert formative assessment.
Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.		The 'You Can Do It!' well being program has been developed and implemented into a whole school integrated approach to student well-being in which students can connect, succeed and thrive to build leadership capacity.

Next Steps

Staff will continue to apply effective pedagogical visible learning practices, which are embedded with feedback and evaluation, to assist students to realise learning goals and demonstrate resilience in their learning across the curriculum. The 'You Can Do It!' well-being program will continue to be developed and will incorporate the sensory garden to include integration, wellbeing and Aboriginal perspectives into student learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$12117. This funding was used for a second teacher on site.	<p>Teachers have developed differentiated teaching and learning programs to meet the curriculum needs of all students.</p> <p>All student with additional needs have individual learning plans.</p> <p>4 students from years 3–5 successfully transitioned from the multi-lit program.</p>
Quality Teaching, Successful Students (QTSS)	\$4060	Yetman Public School has used QTSS and RAM funding to continue with two multi-stage to support quality teaching and learning.
Socio-economic background	\$3751	Assistance was given for students to attend the Canberra excursion (3–6); the 'Living Classroom' Excursion (K–2); cultural events such as NAIDOC Day celebrations and various sporting events such as the Netball Gala Day and swim school.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	14	12	11	13
Girls	9	8	8	10

Student attendance profile

School				
Year	2015	2016	2017	2018
K	75.7		89.3	89.4
1	92.6	96.4	98.3	89.1
2	93.6	95.5	95.5	93.1
3	76.6	98.4	92.6	93.7
4	77.9	93.9	98.1	93.4
5	94.2	97.7	90.5	96.1
6	94	94.9	96.6	96.1
All Years	87.6	96.3	92.9	92.5
State DoE				
Year	2015	2016	2017	2018
K	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	93.9	93.9	93.4

Management of non-attendance

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.17
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*Full Time Equivalent

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

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 committed to ongoing improvement of their teaching and reflect on, articulate and describe 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 priorities 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. In 2018, teachers received training and development in Visible Learning pedagogy. Through collective efficacy teachers discussed, developed and refined explicit instruction, teacher clarity, feedback practices and assessment within the visible learning framework. 2019 will see staff continue to learn, refine and grow in this area.

At the end of Term 4 the Principal and another teacher trained in 'Assessment for Impact' initiative. From this training the team will analyse and develop format and summative assessment strategies and procedures that are based on research and collective efficacy.

Teaching staff have participated in training and development around new syllabus documents including Science, History and Geography. Staff have also completed preliminary training in The Literacy and Numeracy continuums, Best Start and PLAN 2.

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, Corruption Prevention for Public Schools and Emergency Care. All teaching and support staff hold current Working With Children Checks.

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	76,754
Revenue	582,803
Appropriation	560,412
Sale of Goods and Services	0
Grants and Contributions	21,620
Gain and Loss	0
Other Revenue	0
Investment Income	771
Expenses	-660,570
Recurrent Expenses	-660,570
Employee Related	-559,472
Operating Expenses	-101,097
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-77,766
Balance Carried Forward	-1,013

Staffing was Yetman Public School's biggest expense in 2018. Due to the complexity of the student enrolment, it is necessary to cater for two classes. This cost was covered by the surplus carried over from 2017. The school was also reclassified under the new Principal pay classification structure which impacted school funds.

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	324,318
Base Per Capita	3,674
Base Location	27,773
Other Base	292,872
Equity Total	15,868
Equity Aboriginal	0
Equity Socio economic	3,751
Equity Language	0
Equity Disability	12,117
Targeted Total	123,399
Other Total	11,089
Grand Total	474,673

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.

Yetman Public School has less than 10 students in our year 3 and year 5 cohort. Students completed all sections of NAPLAN assessment and their results are utilised to guide teaching and learning for them as

individuals for Literacy.

Yetman Public School has less than 10 students in our year 3 and year 5 cohort. Students completed all sections of NAPLAN assessment and their results are utilised to guide teaching and learning for them as individuals for Numeracy.

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.

Yetman Public School uses formative and summative assessment strategies as a key component of the school planning and reporting to facilitate regular systematic reflection on progress and the impact of improvement strategies to sustain growth in student learning and whole-school practice. Formal students reports are compiled for families and the end of term 2 and 4.



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). We repeated the School Life Survey with the student body and found that students were satisfied with all elements of their schooling.

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)

Parents were given the opportunity to reflect on school practices using the visible learning feedback tool 'The Paddock'. Overall the parent and community body were satisfied with the schools frameworks to support the academic and emotional wellbeing of students. Parents commented that the school establishes quality teaching to meet the needs of all students.

What is going well? STEAMMEE (Science Technology Engineering Art Music Mathematics Environmental Education) future focused learning program; music; the You Can Do It! wellbeing program.

What can we improve on? Communication

What are the questions? Nil

What are the issues and ideas? Possible music lessons for interested students.

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 end of year awards ceremony.

In 2018 the school was successful in obtaining funding for a sensory garden. The pedagogical framework '8 Aboriginal Ways of Learning' was incorporated into the garden design to allow teaching and learning to include Aboriginal perspectives through Aboriginal culture to enhance learning for all students.

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