

Yoogali Public School

Annual Report



2018



3561

Introduction

The Annual Report for **2018** 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.

What a wonderful year it has been and I feel very proud of the achievements of every person in this school, not only students but staff as well. Our numbers are increasing and we finished the year with 39 students at our school

This has been a very busy and productive year at Yoogali Public School with many successes to celebrate. As a school we are committed to responding to changes in a way that continues to provide excellent education for your children. Our students participated in a wide range of activities including academic, sporting, cultural, creative and social. They have had many varied excursions and we have had coaches and other schools all providing us with such positive feedback about the behaviour of our students and how welcoming they are.

I was again very fortunate to surround myself and the students with outstanding staff. At the beginning of this year we had one permanent staff member our School Administrative manager Mrs Eldridge. Mrs Eldridge's talents were recognised further afield than Yoogali and she was successful in gaining the Business manager position at Murrumbidgee Regional High School. But it was not long before we were able to replace her with our rock in the office, Mrs Mel Mallamace. Mrs Mallamace has been hanging around Yoogali PS for a while and we finally secured her permanently and our school is a better place because of her love and dedication to the children and staff.

Mr Keith Chapman was permanently appointed as our General Assistant this year as well. Another absolute bonus for our school. Mr Chapman continues to make it look so spectacular. We appreciate everything he does to make our grounds look so incredible.

Mr Jones returned to us as our Student Learning Support Officer, starting the year in the year 3–6 room then moving into the K–2 room to assist Miss Burge. Thank you Mr Jones for your kindness and your unending support of our students. I know you will be looking forward to the challenges we set for you next year.

Mrs Mataora continued in the school chaplaincy role and spent the majority of her time with the year 3–6 students, guiding their learning but also providing emotional support to all of us when we needed it. There is nothing quite like a hug from Mrs Mataora on a Monday morning especially when suffering from a little Monday-itis!! Fortunately the funding for the chaplaincy program will continue into 2019 so we look forward to having Mrs Mataora around next year.

Thank you to our cleaner, Norma who goes above and beyond her call of duty for our wonderful school. Norma has been working at our school for many years and puts her heart and soul into everything she does for us.

Mrs Date is our Early Action for Success instructional Leader, we have had to share Mrs Date with three other schools but next year we will only have to share her with Rankin's Spring PS. Mrs Date has been mentoring and training the classroom teachers at our school this year. We are very grateful to her for guiding our teaching to ensure every student at Yoogali PS is given the best possible start to their education.

Our teachers, Miss Burge, Mrs Campbell and Mrs Rowston are amazing. Miss Burge a beginning teacher is one of the best you can find. She has shown dedication, willingness to learn and passion teaching. I know she has learnt a great deal this year and is ready to take on any challenge before her. Mrs Campbell at the other end of the teaching spectrum with 40 years of teaching experience came to us and shows as much enthusiasm and passion for her job, the children and our school that a beginning teacher does. She has been a tremendous asset to our Yoogali PS Family. Mrs Rowston is our crutch that we lean on all the time, always there when we need her. She took on the Young Starters this year and has provided them with a wonderful transition program that is envied by other schools. She is happy to do whatever we ask of her.

At Yoogali the staff display both a professional outlook and a passion for teaching. All staff value and see potential in each child and they love to guide them on their lifelong learning journey. Thank you to all of you.

Thank you to all the parents and community members who have supported myself and our school throughout the year as volunteers. We are prospering with this very supportive, 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, Jayde Curphey, Bek Wigg, Lyn Buckley and Jodi Sayers thank you.

I am extremely proud of all the students their families and staff at Yoogali Public School who help to create a wonderful, nurturing, welcoming learning environment.

Leanne McWhirter

Principal

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School background

School vision statement

At Yoogali Public school we are committed to providing all students with a quality education where they are engaged and willing to take risks with their learning.

Students will be successful, confident learners who aspire to reach their full potential in a nurturing environment with dynamic teachers working in partnership with the whole school community.

School context

Yoogali Public School is a small school located in Yoogali village on the outskirts of Griffith in the Riverina. Yoogali PS is a member of the Griffith Community of Schools. The School is classified as TP2 with a teaching principal and two full-time classroom teachers, two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. It currently has an enrolment of 37 children with 2 multi stage classes.

We strive to provide a happy, safe and nurturing environment with clear expectations and challenges for all students. Specific student needs are met with the support of School Learning Support Officers and specialist teachers.

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

To support early learning in our community we have established " Yoogali Young Starters" program which is aimed at enhancing future students' literacy and numeracy skills preparing them for Kindergarten.

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.

The results of this process indicated in the domain of Learning: Learning Culture, Wellbeing, Curriculum and Reporting evidence presented indicates that the school is operating at Sustaining and Growing stage. In the areas of Learning: Assessment and Student Performance Measures evidence indicates our school is operating at the Delivering stage. Formative and summative assessments are utilised to provide the accurate data we require. Assessments have been planned and undertaken to inform planning. Using systems such as SCOUT, ALAN and PLAN has assisted with the monitoring of student growth. Our Instructional Leader assists staff in analysing their class data more accurately in order to increase student performance.

In the domain of Teaching: Effective classroom practice, data skills and use, Professional standards the evidence presented indicates the school is operating at sustaining and growing with the learning and development delivering. Improving teacher practice, increasing collaboration and providing feedback in all areas of literacy and numeracy were our goals for 2018. Our professional development sessions were focussed on English and Mathematics teaching skills utilising the expertise of our Instructional Leader. Our whole school coordinated approach to the planning of our professional learning ensured it was fully aligned with the School Plan and supported the achievement of our strategic directions.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in three elements. In the educational leadership element the evidence presented indicates the school is operating at the Delivering stage. In school planning, implementation and reporting and School resources the evidence indicates our school is Sustaining and growing.

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

Learning

Purpose

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.

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 progressions to monitor student progress and develop appropriate learning activities. 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
Increase the proportion of students in the top 2 bands in NAPLAN reading and numeracy results by 2020.	\$17,222 Resources for literacy \$21,864 Literacy and Numeracy Intervention Staffing	Teacher interventionist role taken by teaching principal and K–2 class supported every day during literacy session.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.	\$63,709 Instructional Leadership –Karen Date \$6,739 Professional learning activities to improve teacher capacity. \$18,000 Kindergarten transition program	Staff completed five weekly assessments of students and recorded this assessment on ALAN. Students beginning to use the language of learning intentions. Students showing individual growth along literacy and numeracy progressions. Potential enrolments are targeted and given a rich language and numeracy pre-school program for a full year.

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 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.

Effective use of setting learning intentions and success criteria with students in all classrooms by all teachers.

Strategic Direction 2

Teaching

Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers and support staff who are able to reflect on practices to meet the diverse needs of the students.

Overall summary of progress

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.		Staff utilised the learning progressions and assessed each child in a five weekly cycle. Individual learning plans were adjusted to meet the learning needs of the students. Staff received ongoing training in Tuesday afternoon professional learning sessions to assist in the delivery of quality teaching programs for the students in their class.

Next Steps

In 2019, Yoogali Public School is committed to providing quality literacy and numeracy instruction to all students.

We will continue to work with the staffing structure to ensure all students have access to quality teaching time. All staff will have support from the Deputy Principal Instructional Leader to ensure best practice is met in all classrooms.

Writing will continue to be a focus for development.

Building numeracy leadership will be implemented across our school.

Implementation of Impact Wall for all staff to use in an accessible location.

Strategic Direction 3

Wellbeing

Purpose

To create a planned whole school approach to student, community and staff wellbeing that supports the needs of all to connect, succeed and thrive in a supportive environment enabling our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Overall summary of progress

Positive behaviour for learning has been reloaded in our school with a very a very positive effect on all students. The number of negative incidences recorded throughout the year was dramatically reduced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in the number of behaviour incidents recorded in the playground behaviour forms.	\$3,300 professional learning with PBL reload training, resources, kitchen garden implementation	Implement behaviour record board that teachers used in the playground. Implementation of the Kitchen Garden to redirect students with behaviour issues Fewer recorded incidences.
Improved attendance rates across all grades as measured through SCOUT data which is currently at 91% to remain above state average.	\$1,000 resources, rewards	Regular newsletter reminders of the importance of daily attendance and being on time to class. Developing strong communication skills with the parents and carers of our students.
Increase in parental attendance at school events	\$3,000 catering, hire of venues, awards	Communicate events through newsletters and social media saw families more engaged in our extra curricular activities. Parent and community attendance increased where every child had a representative attend one or more functions throughout the year.

Next Steps

Weekly data entry of behaviour and playground incidences on ebs Central.

Regular analysis of data at staff meeting and intervention strategies adopted as required.

Develop visible signage throughout the school grounds promoting our core values of being a respectful, safe learner.

Regular rewards for children who are regular attenders of school.

Change break times to better manage playground incidences.

Timetable SLSOs to help support students in the playground.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26, 956	Employed an SLSO to support our Aboriginal students NAIDOC celebration with GAMS, Tharbogang and Binya PS
English language proficiency	\$400	Resources purchased Harmony Day activities
Low level adjustment for disability	\$27,035	Learning and Support Teacher staffing allocation
Quality Teaching, Successful Students (QTSS)	\$4,789	Classroom teacher released for inter-school visits and professional learning activities
Socio-economic background	\$48,579	Excursion subsidises, providing all equipment for students Subsidising swimming lessons Recourses Teacher allocation
Support for beginning teachers	\$13,786	Additional release from face to face for professional learning, collaborative planning, inter-school visits
Early Action for Success	\$63, 709	Instructional leader employed 0.4FTE shared between Yanco, Rankin's Springs, Whitton-Murrumbidgee and Yoogali PS.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	33	13	16	24
Girls	28	10	12	13

Yoogali Public School has made significant increase in enrolments since 2016. A large group of 11 Kindergarten children was dominated by boys numbering 9 of the 11. Our projected enrolments should be maintained at a similar level for next year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	94.8	80.9	91.9
1	92.4	89.2	93.5	94.2
2	95	96.9	96.4	94.4
3	95.2	95.5	97.8	93.1
4	93.8	93.4	96.4	93.8
5	96.2	93.7	90	93.5
6	92.7	98.8	88.4	90.9
All Years	94	94.4	91.6	93.1
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

Maintaining a high level of student attendance is a priority at Yoogali Public School. Attendance is recorded using the Department of Education's online software system called ebs Ontrack+ ebs Central

Yoogali Public School's Attendance Policy reflects the DoE School Attendance Policy and the school attendance procedures are followed accordingly. Phone

calls are made to families if non-attendance of students is a concern to staff and may be followed up with a letter if a satisfactory response is not received. Parents are required to provide verbal and/or written explanations of absences promptly to explain absences. Newsletter articles and social media posts are used to remind families of the importance of attendance and procedures regularly. 100% attendance awards have been given to students

Attendance rates in Kindergarten and Year 6 are a little below the state as we have had students travel overseas with their families for extended periods during the school term.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.33

*Full Time Equivalent

We currently do not have any Aboriginal staff members.

We have a School Learning Support Officer-Aboriginal Students that is required to be filled in 2019.

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 is involved in regular professional learning activities. Professional learning activities are linked with our school plan and reflect the identified areas for improvement at our school.

All staff members have attended a variety of professional learning courses including L3 (Language,

Learning and Literacy), Learning Progressions, Live Life Well at School, Positive Behaviour for Learning, Using Data with Confidence, Aboriginal Awareness, Building Numeracy Leadership.

The Principal and administrative staff undertook professional learning in SAP finance systems and ebs. The Student administration and Learning management system (SALM) using ebs: Central and ebs: ontrackTM + is an online tool that will enable consistent access to student learning, wellbeing and engagement records as student moves schools throughout their public education. This provides greater visibility and personalisation of student's learning plans and enhances team work between teachers, parents and carers.

All teachers are now required to become accredited under The Australian Professional Standards for Teachers. The standards include three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement.

Mrs Leanne McWhirter, Mrs Julie Campbell, Mrs Kirsten Rowston and Mrs Karen Date are all Proficient Teacher Level.

Miss Grace Burge is working towards accreditation.

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	196,876
Revenue	900,738
Appropriation	887,323
Sale of Goods and Services	136
Grants and Contributions	12,113
Gain and Loss	0
Other Revenue	0
Investment Income	1,166
Expenses	-815,055
Recurrent Expenses	-815,055
Employee Related	-751,263
Operating Expenses	-63,793
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,683
Balance Carried Forward	282,559

At Yoogali Public School

- SAP financial systems are used to manage finances
- Spending has been conservative because the rollover from the Small School Finance Centre management to the new financial system
- The funds being carried over is large and will be used to employ an extra teacher in 2019 to make our learning groups smaller and cater for the individual needs of our students.

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	470,626
Base Per Capita	5,414
Base Location	8,351
Other Base	456,861
Equity Total	101,279
Equity Aboriginal	25,265
Equity Socio economic	48,579
Equity Language	400
Equity Disability	27,035
Targeted Total	23,180
Other Total	91,192
Grand Total	686,277

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 we are unable to report on the 2018 NAPLAN–Literacy results.

Due to the small cohort we are unable to report on the 2018 NAPLAN–Numeracy results.

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.

School initiatives were implemented to help achieve *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Surveys completed by our parents and carers through the Tell Them From Me were based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It was based primarily on fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their children's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provided feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All respondent parents agreed that Yoogali PS is an attractive and well resourced school. They agreed that the school was connected to its community and welcomes parental involvement. Parents strongly supported the view that they are encouraged to contact the school to discuss concerns relating to their child.

The staff at Yoogali PS are proud of their school and are committed to their ongoing development as members of the teaching profession. Our staff members are committed to setting high standards of achievement for all students at Yoogali PS. All staff felt supported in their role and confident in their ability to provide quality teaching and learning activities which cater for individual student learning needs. Parents and students noted that the staff were professional, dedicated, caring and approachable. Parents also reported that they appreciated the individual attention students receive.

Student feedback acknowledged that teachers cared about students and knew them well. They felt safe at school and felt they had achieved success in their learning.

Policy requirements

Aboriginal education

Yoogali Public School recognises the importance of all students gaining an appreciation of Aboriginal history and culture, and an understanding of contemporary Aboriginal Australia. An Aboriginal perspective is included in teaching and learning programs. Our school enrolment at the end of 2018 showed 5% of students identified as Aboriginal.

Our school has a cross curricular approach to Aboriginal Education, incorporating learning opportunities within teaching units and promoting the recognition of Aboriginal culture and custodianship of country through the acknowledgement of country protocol. Aboriginal history is taught in the History lessons and school programs reflect Aboriginal perspectives, culture and history. In 2018 the students of Tharbogang and Binya Public Schools joined us at Yoogali to participate in NAIDOC Week activities. The activities involved staff of the Griffith Aboriginal Medical Service and local Aboriginal community members. Children participated in cooking, painting, basket weaving, literacy and language, indigenous games and

sand craft.

Multicultural and anti-racism education

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted, acknowledged and celebrated in class teaching programs. Multicultural education is incorporated into key learning areas through literacy themes as well as through dance and Creative Arts. History and Geography syllabus' and units provide the vehicle to study other cultures and encourages attitudes of tolerance and respect for those different to themselves.

Highlights included;

Participation in the Country Women's Association Poland project where students researched and presented projects to the Widgelli CWA ladies and shared Polish food with them for afternoon tea.

Harmony Day activities where students were encouraged to dress in either a traditional cultural costume or something orange, the colour of Harmony Day. We shared international luncheon catered by our Filipino families and sharing of cultural information was hugely successful and reinforced the message of inclusiveness, belonging and cultural diversity

Participation in Bullying, No Way! Action Day where children became more familiar with the term bullying and the effects bullying has on others.

The school has a trained Anti-Racism Contact Officer to manage any complaints of racial or discriminatory nature.