

# Yetman Public School

## 2019 Annual Report



3559

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

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. In 2019 we strengthened our links with surrounding small schools through sporting events in the Macintyre cluster including swimming, athletics and cross country. We hosted a cricket gala day that was attended by seven small schools from Kindergarten to year 6.

Our 'One School North' network of four nearby schools, has resulted in a continued vision to foster high quality, collaborative teaching and learning practices that connect students and teachers and reduce isolation. Students are growing friendships and participating in collaborative learning experiences during our visits within the network. The teaching staff at Yetman Public School are building strong collaborative skills in curriculum, organisation and student welfare with One School North teachers. We will continue on this path of collegiality in 2020.

Our unique STEAMMEE program, (Science, Technology, Engineering, Art, Music, Maths and Environmental Education) is still growing. Students continue to demonstrate engagement and conscientious future focused learning through opportunities that extend cross curriculum priorities such as sustainability and coding. The school surveyed students and parents and will proceed with the introduction of an instrumental music program in 2020.

Our visible learning journey of continuous learning, feedback and improvement continues to be a high focus of teacher professional development, engagement and teaching and has resulted in a collective teaching and learning pedagogy. Improvements in student learning drives teaching and learning programs and collegial discussions.

2020 will be the third 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 and continuous improvement for all students.

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 who are 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. Tharawonga will move into the school for one day a week in 2020.



## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

**Learning Culture:** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

**Wellbeing:** The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential through our You Can Do It and leadership programs. Individual learning needs are school-wide, and shared by parents, teachers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with students and parents/carers.

**Curriculum:** The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, such as One School North and the Macintyre cluster, to ensure continued challenge and maximum learning. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers involve students and parents in planning to support learning, and share expected outcomes based on individual learning needs.



**Assessment and Reporting:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Student reports to parents contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

**Effective Classroom Practice:** A whole school approach ensures the most effective evidence-based teaching methods are visible for the learning progress of all students, across the full range of abilities. Effective pedagogy on visible learning ensures methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

**Data skills and use:** Teachers use data effectively to evaluate student understanding of lesson content. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

**Learning and Development:** Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

## 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.

### Improvement Measures

All students are demonstrating expected or above expected growth in literacy and numeracy as indicated by internal measures and the Literacy and Numeracy Progressions.

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.

Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

### Progress towards achieving improvement measures

**Process 1:** Draw on solid research to develop and implement high quality and professional learning in literacy and numeracy teaching practice across all curriculum areas.

Evaluation	Funds Expended (Resources)
Learning Intentions and success criteria are embedded in differentiated learning across Literacy and Numeracy teaching. Students complete learning goals in English and Mathematics and evaluate their own performance against the identified goals. A draft K-6 Mathematics Scope and Sequence for Term 1 is finished and ready for trial in Term 1 2020.	Teacher release for the development of the Draft K-6 Mathematics Scope and Sequence – \$1600  Seven Steps to Writing Training – \$610

**Process 2:** Use authentic assessment and evaluation strategies to inform future focused teaching and learning.

Evaluation	Funds Expended (Resources)
Visible Learning strategies are evidenced in teaching and learning practice across all curriculum areas. Every teacher uses assessment data to inform their impact and next steps to develop learning programs based on student learning challenges. Students ask for, understand and use feedback to improve learning and growth.	Learning Sprints Professional Development – \$420

**Process 3:** Design and implement high quality differentiated learning programs in STEAMMEE (Science, Technology, Engineering, Art, Mathematics, Music, Environmental Education) that meet syllabus requirements for future focused learning.

Evaluation	Funds Expended (Resources)
Students from North Star Public School and Yetman Public School engaged in a variety of STEM learning activities on space. Our program was advertised and uploaded to the National Science Week website. Participating students were engaged in new STEM activities and developed team building and problem solving skills while working on cooperative STEM tasks and equipment.	\$300 grant from Science teachers association and \$300 RAM funding to purchase 4 Spheros

### Next Steps

All teaching staff will be trained in, and teaching, the researched based Multi-Lit literacy program to identified students

across Stage 1 and Stage 2. This will support identified Department of Education targets in Literacy. Trial implementation of the Draft K–6 Mathematics Scope and Sequence will be conducted across the school. Early feedback from teachers demonstrates that the draft Mathematics Scope and Sequence has been well received. More funding will be directed to the teacher authoring the document to complete Terms 2–4. A parent survey was developed to gauge interest in students learning an instrument. Options included the guitar, violin and keyboard. 100% of students and parents expressed an interest. A music teacher has been employed for one day a week for 2020. New instruments will be purchased.



## 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.

### Improvement Measures

Learning intentions and success criteria are visible and explicitly used in all settings for continuous improvement.

Expert use of feedback and formative assessment are observed in all contexts as evidenced through classroom observations and teacher self-reflection data.

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.

### Progress towards achieving improvement measures

**Process 1: Visible Learning:** Apply effective pedagogical learning practices, feedback strategies and evaluation, to assist students to realise learning goals and become assessment capable learners.

Evaluation	Funds Expended (Resources)
Teaching staff have developed display charts for Learning Intentions, Success Criteria and Tasks. This is consistent across the school. Students are learning to identify evidence to support achievement of goals. Students are also learning to complete the booklets each week to support understanding of learning and plan 'where to next?' goals. Formative assessment practices and high expectations are embedded into teaching and learning practices. Teachers are developing WAGOLLS to support learning intentions and success criteria and increase students' capabilities in self assessment and feedback.	

**Process 2: Visible Learning:** Establish a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers are engaged in sharing resources and teaching strategies to support the integrated units of work with One School North. Yetman Public School took on a coordination role of the development of this collaborative unit, 'Gold' for K-6. Yetman hosted 4 small schools in a school visit. Students were engaged in collaborative learning experiences to support the 'Toy' integrated curriculum unit of work. This resulted in increased student engagement, collaboration and communication. Through collegial discussions with the wider One School network and our One School North network of teachers we were able to work on a learning and professional development plan for 2020.	RAM – \$500

**Process 3: Wellbeing:** Develop and implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive to build leadership capacity.

Evaluation	Funds Expended (Resources)
Each week 'You Can Do It!' learning is integrated into a weekly assembly and awards system. Students receive explicit instruction 5 keys: Organisation, Persistence, Confidence, Resilience and Getting Along.. Student leaders are given opportunities to run assemblies and leadership activities in the classroom and playground. Student leaders in year 6 organised activities for the National Day Against Bullying.	You Can Do It – Online learning resources and prizes – \$550



## Next Steps

Led by the Principal, Yetman Public School teachers will collectively identify a Professional Learning Plan, to support in the development of teacher mindframes and visible learning strategies, in order to improve student learning outcomes. Yetman Public School will engage with, and drive, the Macintyre small schools cluster in developing sporting opportunities for K–6 students. Desired outcomes will include improved social skills, broader opportunities and the ability to make adjustments and adapt to different situations.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$13142	Teachers implement differentiated teaching and learning programs to meet the curriculum needs of all students. All student with additional needs have individual learning plans. Students with identified learning needs in literacy and numeracy receive individualised instruction.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$13288	Yetman Public School has used QTSS and RAM funding to continue with two multi-stage classrooms to support quality teaching and learning.
<b>Socio-economic background</b>	\$7884	Assistance was given for students to attend the Dubbo excursion (K–6); One School North school visits; cultural events such as NAIDOC Day celebrations and various sporting events such as the Cricket Gala Day and swim school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	11	13	7
Girls	8	8	10	6

### Student attendance profile

School				
Year	2016	2017	2018	2019
K		89.3	89.4	88.3
1	96.4	98.3	89.1	88.6
2	95.5	95.5	93.1	79.5
3	98.4	92.6	93.7	89.6
4	93.9	98.1	93.4	85.7
5	97.7	90.5	96.1	90.6
6	94.9	96.6	96.1	87.1
All Years	96.3	92.9	92.5	85.9
State DoE				
Year	2016	2017	2018	2019
K		94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	93.9	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	-1,013
<b>Revenue</b>	681,133
Appropriation	658,741
Grants and contributions	22,258
Investment income	133
<b>Expenses</b>	-596,950
Employee related	-526,849
Operating expenses	-70,102
<b>Surplus / deficit for the year</b>	84,183

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.

Staffing remains as Yetman Public School's biggest expense in 2019. Due to the complexity of the student enrolment, it is necessary to cater for two, multi-stage classes: K-2 and 3-6.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	126,472
<b>Equity Total</b>	21,026
Equity - Aboriginal	0
Equity - Socio-economic	7,884
Equity - Language	0
Equity - Disability	13,142
<b>Base Total</b>	409,985
Base - Per Capita	5,397
Base - Location	34,120
Base - Other	370,469
<b>Other Total</b>	26,472
<b>Grand Total</b>	583,956

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

### 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 in Literacy.

### Numeracy

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 in Numeracy.





## Parent/caregiver, student, teacher satisfaction

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Students are regularly consulted on their own identified learning goals and these are related back to parents. Practices are in place for parents to be engaged in, and understand, the learning progress of their children e.g. school reports, parent-teacher interviews, informal communication, surveys, informal feedback, school assemblies and sports carnivals. Special community days are added to the school and community calendar such as Grandparents' Day and Yetman Rovers. The end of year School Presentation Awards night remains the highlight of the school year and is attended by many community members as well as ex students of Yetman Public School.

















# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 other local small schools which included cultural activities in the arts, sport, dance and storytelling.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Yetman Public School includes multicultural and anti-racism education across all key learning areas. Teaching 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 Papua New Guinea for the Country Women's Association International Day event and Power-point Competition.

