

# Yoogali Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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6962 4540

### Message from the principal

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some absorbed themselves in enrichment activities others represented our school at zone level in sport and we have some students representing our school in the performing arts as part of the Griffith Community of Schools Choir.

I am again very grateful to my fantastic staff members who show such dedication to our school, the students and their job. They all go above and beyond what is required of them each and every day. I am eternally grateful for the support they provide myself and each other. We are extremely fortunate to enjoy the place that we work in and the people we work with.

Mr Keith Chapman our General Assistant continues to make it look so spectacular. We appreciate everything he does to make our grounds look so incredible and envied by the many visitors we have into our school.

Our Student Learning Support Officers increased in numbers this year with Miss Orianah Hughes appointed permanently as our SLSO–Aboriginal students. Miss Hughes has been extremely valuable in the K–2 classroom. Mr Jones continued on as SLSO and has supported many of the students in the K–2 classroom as well. This is Mr Jones' last year with us as he will be leaving Griffith. We thank him for your kindness, his unending support of our students and his willingness to do any task that is asked of him.

Mrs Mataora continued in the school chaplaincy role and was joined by Mrs Danielle Pfitzner. We would like to congratulate Mrs Mataora on her ordination. We have been so privileged to have her love and support over the past 4 years. Next year her role as pastor will increase and she has decided, be it ever so hesitantly, to leave us. We are very fortunate to have been successful in gaining a part time chaplain in our school for the next three years. The program will continue with Mrs Pfitzner taking over from Mrs Mataora.

Mrs Date is our Early Action for Success Instructional Leader. We are very appreciative of her guidance and knowledge to ensure every student at Yoogali PS is given the best possible start to their education.

To our teachers, Mrs Campbell, Mrs Rowston, Mr Turtle, Ms Dossetor and Miss Burge, I am very thankful for their dedication and care of our students, our families and each other. We are a dynamic team and they are amazing. Miss Burge left us in term three and Mr Turtle was appointed as a permanent teacher at our school. He has settled into our school and very quickly became part of the family, helping out wherever and whenever he could.

Mrs Campbell is a tremendous asset to our Yoogali PS Family. She provides our students with so many valuable learning opportunities. She is an incredible teacher, and a wonderful support to us all.

Mrs Rowston continued to guide our Young Starters this year and has provided them with a wonderful transition program that is envied by other schools. She has made the library her own she is transforming our library to become more user friendly and it is a show piece. She is a small schoolie. She loves everything it has to offer and gives herself fully to anything we ask.

Ms Dossetor came to us this year to assist with the 2/3/4 group so that I could be released to do the administration work. Ms Dossetor also taught Creative arts in the 3–6 classroom. Her gentle manner with students and staff has been much appreciated.

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.

I would like to say a huge 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. Thank you to all the parents who have helped at our fundraisers and attended our wonderful functions.

Leanne McWhirter, Principal

### Message from the school community

Our P&C committee has had a very busy year with fund raising has been a huge success this year raising a total of \$5100.00. Fundraising activities included local government election cake stall, Easter raffle, state election market day and cake stall, mothers & fathers day stalls, two Bunnings barbeques, zone cross country canteen which we catered jointly with Lake Wyangan public school, small schools athletics carnival canteen and a Christmas raffle

These fundraising activities have allowed us to provide our canteen with a new stove, fridge, freezer and a sandwich toasting machine. This has allowed us to give the canteen a much needed face lift. The canteen provides our main income along with uniform sales. But the main aim of the canteen is to provide a service to our school community. We all know some days it's just easier to buy lunch!

This year we have worked hard to become a healthy canteen and I am proud to say we were one of the first schools to be recognised as a healthy canteen in Griffith. Our canteen subcommittee of Cheryl, Jodi, Jade and Beck have put many hours into achieving this result. Thank you to Garry and Lyn Buckley who continue to spend a lot of time making sure the canteen runs smoothly. We would be lost without them.

We provided funds to lower the costs of excursions, such as paying for the bus to the Rankin's Springs round robin sports carnival and contributed half the cost of each child attending The Life Education Van.

I would like to thank my hardworking committee of 2019, these people are the ones who do most of the work; Garry Buckley—vice president, Tamara Ingold –treasurer, Beck Wigg –secretary and our canteen committee: Cheryl Mott, Jodi Sayers & Jade Curphey To everyone who has given up time to come and help with our fund raising and to all who have sourced donations throughout the year for our fundraising, thank you. Every little bit helps! The reason I am still involved in this wonderful school is because of the friendship and fun with have on these occasions.

Sussanne Rebetzke, Yoogali P&C President

### Message from the students

My name is Robbie Lonard–Slade. I am the school captain of Yoogali Public School. I've been at Yoogali PS for four years. I've enjoyed so many things at Yoogali PS. My favourite memory is sliding down the water slide last year for our PBL reward. I will miss so many things at Yoogali PS such as friends, teachers and much more. Thank you to the teachers for teaching me so many things throughout the years and the students for supporting me.

My name is Zephyr Byrne. I am the vice–captain of Yoogali Public School. I've been at this school for six years and I have very much enjoyed these past years. It has been such a great time. My favourite memory would have to be all the excursions I went on from year 1 to year 6. I will miss everything about this school and I hope it grows even more each year. I want to thank all of the teachers that had to put up with me for these past six years.

My name is Alex Victor and I've been a student at Yoogali Public School for the best 7 years. My favourite memory of Yoogali is going on excursions like Canberra and Borambola. What will I miss a Yoogali PS? I will miss playing soccer with everyone and I'll miss having the best teachers like Mrs Campbell, Mrs McWhirter, Mrs Rowston, Ms Dossetor and Mr Turtle. Thank you also to the amazing teacher aides and lovely office ladies. I would like to really thank Mrs McWhirter, you have been the best principal.

Year 6, 2019



## 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The External Validation Process, which took place on 17 September 2019, enabled our school to authentically collaborate on self-assessing our practices against the School Excellence Framework. Our staff have built a greater knowledge about what we do well as a school and what we need to do further to ensure we move towards excelling as outlined below;

Learning \* Students and staff set learning goals that are informed by a variety of data sources. \* Teaching and learning programs across the school show evidence of adjustments to address individual student needs that lead to improved learning.

Teaching \* Ensure that we have a culture of feedback so that all staff and students are given the opportunities to provide feedback on a regular basis and to assist teachers in identifying areas for change in their teaching program. \*

Leading \* Continue to nurture and build effective partnerships with parents to support student learning.

## 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.

#### Improvement Measures

Increase the proportion of students in the top 2 bands in NAPLAN reading and numeracy results by 2020.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.

#### Overall summary of progress

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 kindergarten transition program for a full year.

Targeted students received speech therapy sessions with a trained professional from Griffith Aboriginal Medical Service.

#### Progress towards achieving improvement measures

##### Process 1: Quality Learning Experiences

Develop staff and student capacity through targeted professional learning, professional discussion, collaboration and the development of explicit systems.

Evaluation	Funds Expended (Resources)
The Instructional Leader has supported staff and students L3 implemented successfully K-3 PLAN2 data input mid and end of term	Instructional Leader Professional Learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• EAFS Instructional Leader (\$163254.00)</li><li>• Professional Learning (\$9560.00)</li><li>• Teaching and learning Resources (\$17142.00)</li><li>• Literacy and Numeracy Resources (\$1626.00)</li></ul>

##### Process 2: Learning and Support team

Develop and implement a comprehensive system to identify monitor and review student learning needs

Evaluation	Funds Expended (Resources)
The programs provided for our students by the visiting speech therapist have improved the educational outcomes of targeted students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• GAMS Speech Therapist (\$9000.00)</li></ul>

#### Next Steps

Learning and Support team meetings to continue to be a part of staff meetings where all staff members are encouraged to discuss concerns, collaborate and develop plans for individual student needs.

Interventions for targeted students practiced regularly with SLSO–Aboriginal Students.

Teaching principal to support classroom teachers in literacy sessions.

Speech therapy visits to continue for students with language delays.

Continue to engage students in 21st century learning experiences through continual development of robotics, coding and technology programs across the school.



## 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.

#### Improvement Measures

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.

#### Overall summary of progress

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.

#### Progress towards achieving improvement measures

##### Process 1:

##### Professional Learning

Build capacity of our teaching team with targeted professional learning that develops pedagogical and syllabus knowledge, and knowledge of research that underpins innovative and effective, instructional practices to develop quality teaching and learning programs and further develop teaching skills.

Evaluation	Funds Expended (Resources)
The goals chosen improved teaching and learning at Yoogali PS.  Professional learning for all staff has assisted teachers to improve their understanding of the English and mathematics syllabuses which is reflected in teaching and learning programs across all staff and grades.  Scope and Sequences for History and Geography, Science and Technology were implemented.	RFF time  SLSO Intervention time  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$5927.00)</li><li>• Support staff (\$24440.00)</li></ul>

##### Process 2: Quality Learning Experiences

Develop staff skills through professional discussion, collaboration and explicit systems (Early Action for Success).

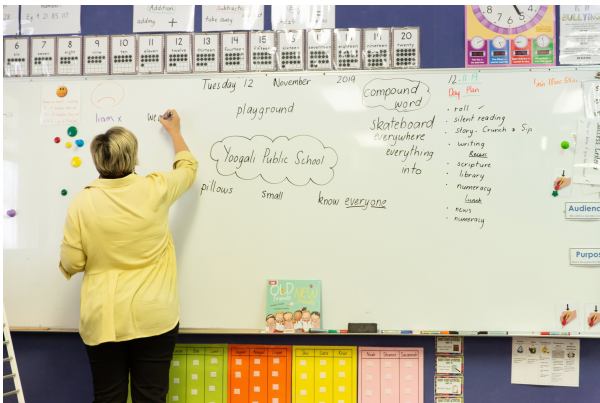
Evaluation	Funds Expended (Resources)
Teaching and learning programs are engaging and individualised.  Staff are provided with additional relief to collaborate and discuss programs with the Instructional Leader.	RFF time  Professional Learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$9573.00)</li></ul>

#### Next Steps



Develop Creative and Practical Arts and PEHPD scope and sequences.

Continue to develop understanding and capacity to collect, interpret, analyse and use data to develop differentiated programs to support literacy and numeracy.



## 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.

#### Improvement Measures

Decrease in the number of behaviour incidents recorded in the playground behaviour forms.

Improved attendance rates across all grades as measured through SCOUT data which is currently at 91% to remain above state average.

Increase in parental attendance at school events

#### Overall summary of progress

Breakfast Club was well supported by our students and they not only have breakfast but gain essential life skills and healthy eating habits.

A Healthy canteen menu was approved and Yoogali Public School has been recognised for this.

Parent engagement has been outstanding with parents and carers attending many of our special activities such as Mother's Day High Tea, Father's Day Smoko, Grandparents and Special Friends' Afternoon Tea.

Attendance rate across our school remains above state average.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

Implement and embed Positive Behaviour for Learning practices across the school.

Evaluation	Funds Expended (Resources)
Data collection is inconsistent and needs further training and development focus.  Intervention on problem behaviours has shown a decline in playground incidences.  Chaplain to develop social programs for the playground	Staff meeting time  External coach visit  Additional RFF for our PBL Internal coach.  Breakfast Club  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Staff development (\$3200.00)</li><li>• Chaplaincy (\$20000.00)</li></ul>

##### Process 2: Wellbeing Framework

Develop staff and community knowledge of aspects of wellbeing and the Wellbeing Framework and align policies and practices to the framework.

Evaluation	Funds Expended (Resources)
PBL reward days were very well received by students as the students were able to contribute to the planning of these days.	Vegetable dyes  White t-shirts

## Progress towards achieving improvement measures

BeYou professional development was undertaken in term 4.

New signs have been ordered and will arrive early in 2020.

The Healthy School Canteen Menu was launched in Education Week and has been very well received by students and staff.

Phillipa Hick Headspace– Clinical Consultant

Judy Zappacosta– Health Promotions Officer, Department of Health

Yoogali P&C Canteen Committee

### Funding Sources:

- Reward Activities (\$1200.00)
- Signage (\$4500.00)

## Next Steps

BeYou professional development to continue in 2020.

Chaplaincy program to continue until 2022.

Chaplain to expand social programs for the playground to further reduce the number of negative incidences.

YOOGALI PUBLIC SCHOOL CANTEEN MENU	
<b>RECESS</b>	
Popcorn	\$1.00
Jelly Cups	\$1.00
• Strawberry	
• Lime	
Vanilla Custard Cup	\$1.00
Pikelets with margarine and/or jam	\$0.50 each
<b>DRINKS</b>	
Just Juice	\$1.50
• Apple	
• Tropical	
Strawberry Milk	\$2.00
Chocolate Milk	\$2.00
<b>LUNCH</b>	
Mini Muffin Pizza	\$2.00 half =
• Ham	one piece
• ham and cheese	\$3.50 full =
• ham, cheese and pineapple	two pieces
Toasted Sandwiches	
• Chicken and cheese	\$3.00
• Cheese and Vegemite	\$2.00
• Ham and cheese	\$3.00
Lasagne	\$3.50
Mac and Cheese	\$3.00
Meat Pie	\$3.00
Sausage Roll	\$2.50
Corn Cob	\$0.50
Sauce	\$0.50
Berri Fruit Stick Ice Blocks	
• Apple	
• Raspberry	
• Strawberry	
• Blackcurrant	\$0.60



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO–Aboriginal  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$24 500.00)</li> <li>Speech Therapy (\$4 500.00)</li> <li>Additional RFF (\$3 000.00)</li> </ul>	Provision of additional support for Aboriginal students in Numeracy and Literacy sessions and to support student engagement in the classroom.  PLPs developed for each student and Student Learning Support Officer employed for targeted interventions including the support of speech therapy.
<b>English language proficiency</b>	Additional SLSO time  Resources  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$3 100.00)</li> </ul>	Students are developing skills and becoming confident learners.
<b>Low level adjustment for disability</b>	Teaching Staff  SLSO  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$27 556.00)</li> </ul>	Students that required additional support in literacy and numeracy were identified and intervention was provided across K–3.  Learning was differentiated to meet specific needs and improve individual learning outcomes.
<b>Quality Teaching, Successful Students (QTSS)</b>	Casual teacher funding <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$6 510.00)</li> </ul>	Teachers developed best practice techniques that they were able to use with the students to improve student outcomes.  Principal and teacher met with a panel for external validation.
<b>Socio–economic background</b>	Yoogali Young Starters Teacher  SLSO  Excursions  Additional staff  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Staffing–YYS (\$18 000.00)</li> <li>SLSO (\$13 615.00)</li> <li>Excursions (\$6 000.00)</li> <li>Additional Teacher (\$30 000.00)</li> <li>Teaching and Learning Resources (\$4 258.00)</li> </ul>	Kindergarten transition program was delivered resulting in 9 kindergarten enrolments for 2020.  Additional class established to enable smaller learning groups for literacy and mathematics.  Excursions for all students were subsidised. Bus travel to and from swimming lessons was fully subsidised.  iPad resources purchased to enable effective and efficient use of equipment in classrooms.
<b>Support for beginning teachers</b>	Additional RFF  Teaching and Learning consultant  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$2 000.00)</li> </ul>	Beginning teacher was awarded proficiency in term 3.
<b>Early Action for Success</b>	Instructional Leader–Deputy Principal  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Staffing (\$163 254.00)</li> </ul>	The Instructional Leader has improved the outcomes of students by developing collaborative practice with all staff, providing targeted professional learning that improves literacy and numeracy outcomes

## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	13	16	24	22
Girls	10	12	13	13

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	80.9	91.9	92.4
1	89.2	93.5	94.2	93.8
2	96.9	96.4	94.4	93.4
3	95.5	97.8	93.1	94.7
4	93.4	96.4	93.8	94.7
5	93.7	90	93.5	90
6	98.8	88.4	90.9	93.2
All Years	94.4	91.6	93.1	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	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	94	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)	1.31
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

### 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>	282,559
<b>Revenue</b>	929,681
Appropriation	916,135
Sale of Goods and Services	-1,773
Grants and contributions	14,162
Investment income	1,157
<b>Expenses</b>	-1,012,332
Employee related	-870,198
Operating expenses	-142,134
<b>Surplus / deficit for the year</b>	-82,650

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The surplus amount is to be carried over to fund a disabled toilet facility which is hoped to be constructed before the end of 2020. The estimated cost of this project is \$60,000.



## 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>	56,864
<b>Equity Total</b>	125,727
Equity - Aboriginal	25,901
Equity - Socio-economic	65,879
Equity - Language	3,139
Equity - Disability	30,809
<b>Base Total</b>	495,477
Base - Per Capita	8,682
Base - Location	9,397
Base - Other	477,399
<b>Other Total</b>	207,315
<b>Grand Total</b>	885,384

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.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Using Tell Them From Me surveys:

100% of students valued schooling outcomes

89% of students feel accepted by their peers and others at our school.

83% of students were interested and motivated to learn

100% of students believe they try hard to succeed in their learning

94% of students believe schooling is useful in their everyday life and will have a strong bearing on their future.

Seven parents responded to the 'Partners in Learning' Survey. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Following are the results of the survey that was completed between 29 September and 13 October 2019;

Parents feeling welcome at our school – 8.8.

Parents are informed – 8.0, with the highest area of satisfaction being teachers reporting to parents about their child's progress.

Parents support learning at home – 7.0.

Yoogali PS supports learning – 8.3. A mean of over 9.4 was recorded for the teachers at Yoogali PS showing an interest in their child's learning and encouraging their child to do their best work.

Yoogali PS supports positive behaviour – 8.8. A mean of 9.6 was recorded for children being clear about rules for school behaviour.

In the area of Inclusion, a mean of 9.4 was recorded for school staff taking an active role in making sure all students are included in school activities.

Through the external validation process, teachers identified that there has been a steady increase in student performance, but indications are showing more work needs to be done to support student growth. Internal assessments demonstrate a correlation with external assessments, although L3 data indicates growth in Stage One.

Teachers take personal responsibility to maintain and develop their professional standards with support of the leadership team. All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for development and continual improvements. Teachers engage in professional learning that is clearly linked to the school plan and the impact of quality teaching and student learning is evaluated. Teachers are involved in lesson observations providing effective feedback to colleagues but it is an area that needs further development in our 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.

## 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.

## 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.

