

# 2020 Annual Report

## Yetman Public School



3559

# Introduction

The Annual Report for 2020 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

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I am pleased to present the Yetman Public School 2020 Annual Report. This report celebrates the achievements of 17 fantastic students at Yetman Public School from Kindergarten to Year 6. At Yetman Public School we are committed to excellence and thrive on individualised learning where every student has the opportunity to be the best they can be. Students are working towards individual learning goals and are becoming skilled at assessing their own learning and identifying where to next. Tharawonga Preschool has been a wonderful addition to our school this year and we have enjoyed combining with the preschool for assemblies and other activities..

As a small rural and remote school we have been lucky enough to have dynamic teachers with strong skills in curriculum, organisation and student welfare. Teachers are committed to providing excellence in learning and strive to enhance student learning every day. This year our teaching staff have continued in professional development around visible learning practices and pedagogy. This involves the continuous cycle of learning, feedback and improvement and has resulted in amazing success for students' learning.

Charmaine Johnston

Principal

## School vision

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 uses the school library on Mondays for preschool. This has ensured that the school and Tharawonga co-ordinate some activities together like Jump Rope for Heart and Mother's Day activities.



Community involvement with the Yetman CWA

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Our reflections on the SEF for 2020 showed that there was a need to explicitly link teaching programs with effective assessment data to drive increased student performance. With the previous support of Visible Learning professional learning, and a clear focus on improving the quality of the teacher, staff have an understanding of research informed practice and high impact teaching strategies. Staff are in a strong position to replicate this into other subject areas, particularly literacy and mathematics.

Student wellbeing has also been identified as an area to focus on with differentiated social and emotional learning mapped across the school. Teacher reflections and internal behaviour data demonstrate that our current wellbeing program is not as effective as a stand alone program. Teachers are looking to implement a research based and innovative whole school social and emotional learning framework for 2021.

## 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.

### Overall summary of progress

The school plan provided a research based pedagogy of Visible Learning for our educational learning goals. The next steps are to continue working on feedback practices, particularly peer-peer feedback. The data showed that our focus on writing had improved, although external assessments showed that students still needed explicit instruction in vocabulary, contextual information, grammar and sentence construction in order to improve literacy and numeracy targets.

### 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)
Teacher's evaluated the implementation of the maths scope and sequence. The evaluation showed that the scope and sequence provided a clear and comprehensive delivery of the mathematics syllabus across the school. In 2021 teacher's will look at extending mathematical resources into the scope and sequence.  Assessment data shows growth for students receiving Multi-Lit instruction across the school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3282.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Continued professional learning in visible learning pedagogy has resulted in the development of tools and strategies for learning intentions and success criteria. In-school data shows student improvement in goal setting and learning achievement.	Visible Learning training and resources  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$2489.00)</li></ul>

**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)
The instrumental program has had a wonderful uptake of students and	Instruments were purchased for

## Progress towards achieving improvement measures

provided them with the opportunity to learn to an instrument. Students have been learning both the theory of music as well as the practice of learning an instrument and music theory.

On evaluation teachers have decided to continue with this program in 2021 with some minor adjustments.

student use. Families paid a small fee for the hire of these instruments for use at home.

Employment of teacher to co-ordinate and teach the program.

### Funding Sources:

- (\$1135.00)
- (\$10867.00)



The Lego Challenge commenced with Learning From Home and continued when students returned to school.

## 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.

#### Overall summary of progress

The STEAMEE initiative has been successful in supporting student wellbeing and sense of belonging which is shown through the TTFM survey and teacher observations. The success of the rural and remote grants and the garden constructions has provided opportunity for students to build individual and collective wellbeing through a climate of care and positivity by working together in the gardens. The success of this program ensure that it will continue and expand into the future.

The instrumental music program has allowed students to connect to their learning through meaningful engaging and rewarding personalised learning experiences. The program will be slightly modified so it can continue into the future.

Participation in One School allowed students to contribute to the learning of other students and to the school community more broadly. As COVID-19 prevented many school visits teacher's engaged in using technology to hold virtual lessons in order to maintain student connection. It was found that the broader "One School" network was lacking in structure and leadership and a more local initiative may be planned for the future.

#### 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)
Data from the TTFM and teachers has identified that Visible Learning pedagogy is working to enhance student learning outcomes. Visible Learning will continue to be a focus of teacher professional development in 2021.	

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

Evaluation	Funds Expended (Resources)
The One School Network has decided to continue on with our alliance as a separate entity to the One School Network in 2021. We will develop our own protocols and vision statements in 2021.	One School Network contribution  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$500.00)</li></ul>

**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)



## Progress towards achieving improvement measures

Students across the school participated in explicit wellbeing lessons using developmentally appropriate journals. Feedback from students showed that these lessons helped with social and emotional communication at school. Staff saw little evidence of student progress in social and emotional communication and therefore investigated other research-based resources and programs.

In 2021 we will trial the Smiling Minds program and resources to increase student social and emotional wellbeing.

Wellbeing Journals for K-6 and teaching resources

You Can Do It student awards

**Funding Sources:**

- (\$1750.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>\$10938 for staffing.</p> <p>\$2702 for Mini-Lit and Spell-It resources.</p> <p>\$2404 spent on teacher professional development in Mini-Lit and Spell-It.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$13 640.00)</li> <li>• Professional learning (\$2 404.00)</li> </ul>	Two teachers received training in Spell-It training and one teacher received training in Mini-Lit to extend program delivery in the Multi-Lit program. Data has shown that identified students skill level in reading and spelling has increased.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>These funds were used for teacher wages</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3 282.00)</li> </ul>	The K-6 Mathematics Scope and Sequence has resulted in a consistent whole school approach to how mathematics learning is taught.
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$14 832.00)</li> </ul>	Due to the complex needs of the student cohort, Yetman Public School has presented two multi-stage classrooms. This has resulted in a more comprehensive response to individual student learning and wellbeing needs.



K-6 collaborative STEM projects.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	11	13	7	9
Girls	8	10	6	6

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.3	89.4	88.3	97
1	98.3	89.1	88.6	94.7
2	95.5	93.1	79.5	95.7
3	92.6	93.7	89.6	90.1
4	98.1	93.4	85.7	91
5	90.5	96.1	90.6	94.4
6	96.6	96.1	87.1	96.2
All Years	92.9	92.5	85.9	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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.



Collaborative works of art.

# 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	83,170
<b>Revenue</b>	618,710
Appropriation	609,479
Grants and contributions	9,161
Investment income	69
<b>Expenses</b>	-601,526
Employee related	-526,466
Operating expenses	-75,061
<b>Surplus / deficit for the year</b>	17,183
<b>Closing Balance</b>	100,353

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	136,042
<b>Equity Total</b>	28,473
Equity - Aboriginal	0
Equity - Socio-economic	14,832
Equity - Language	0
Equity - Disability	13,640
<b>Base Total</b>	414,387
Base - Per Capita	3,127
Base - Location	30,708
Base - Other	380,553
<b>Other Total</b>	33,188
<b>Grand Total</b>	612,089

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

Yetman Public School participated in the Tell Them From Me (TTFM) student feedback survey with four other local small schools for students in years 4-6. Data has shown that all students put effort into their learning, feel connected through participating in sports and show positive behaviour at school. As there were not enough parent responses in TTFM, feedback was obtained through the school's own feedback tools with parents. This feedback showed that parents were satisfied with their children's education at Yetman Public School. Parents said that tone of the school was positive with 'happy kids at school'. Parents were also impressed with the Instrumental Music Program. Teacher TTFM data showed that staff used collaboration to ensure inclusive school practices. An area to work on was data informed practice.



Garden Gurus

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

## Other School Programs (optional)

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Yetman Public School has developed a unique program titled STEAMMEE- Science Technology Engineering (Coding) Art Mathematics Music Environmental Education. Students are given opportunities to participate in art music, garden and cooking each week. Students also are able to learn either piano, guitar or violin instruments. Science Technology Mathematics and Coding are integrated in many areas of the STEAMMEE curriculum. Surveys from students show that cooking, gardening and robotics are very popular with our students.