2010 Annual School Report
Yerong Creek Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

2010 saw many changes take place at Yerong Creek Public School. Federal funding made the establishment of a new classroom possible. With the use of the extra classroom, we have been able to utilise other space within the school more effectively. A combined art room and teacher resource room has been made available, providing more space in the staffroom.

The school received the Connected Classroom equipment, which makes video conferencing with the outside world possible. The P& C funded the installation of another classroom interactive whiteboard, providing all classes with access to state of the art teaching tools.

One of the highlights of the year was our involvement in the production of the TV show *Spit it Out*. The producer and designer of the show, Mr Alan Curtis, invited our school to travel to Melbourne to compete in the show. The students were very pleased to make it to the finals of the first series.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Gayle Pinn

P & C message

Yerong Creek Public School has a strong and supportive Parents & Citizens Association (P&C) that works tirelessly and closely with the school in providing funds for educational resources in a range of areas.

The P&C Association oversees the raising of funds through our volunteer run Cow Pat Lotto, Football/Netball Carnival, Amenity Cleaning at the Henty Machinery Field Days, Musica Viva, FRR Grant and Bowling Club Raffles. This year the P&C Association has provided the school with $8921 to support school programs and enhance the facilities at the school.

The success of our P&C Association can only be contributed to the wonderful support we receive from our families. The positive relationship we have with the school will only enhance the opportunities for our children.

Elizabeth Webb- Secretary

School Council message

The 2010 Yerong Creek Public School Council was an enthusiastic and supportive team including YCPS staff, P&C members, a parent representative and a community representative.

The school council met in February, April, June, August, and September. Some of the main issues that were discussed and implemented for 2010 were:

- budget monitoring;
- review of the 2010 and 2011 School Plans;
- policies reviewed and approved: anti-racism, assets register, child protection, record cards, school plan, religious education, accelerated progression, banking, mail distribution, student supervision welfare & discipline, accidents to students, assets borrowing, internet, and unauthorized entry onto school premises;
• saw the erection of our BER classroom and it was decided this would become the K – 2 classroom;
• worked on ideas to prevent the declining attendance figures of children at the school. However, our school remains above the State average;
• Council discussed at length the National Partnerships – Low Socio-Economic Status. Our school is to receive in excess of $1000 per student per year for the next 4 years;
• the school conducted surveys of parents, staff, and students on how to improve the quality of teaching and improved student learning outcomes;
• as of August, our school has been allocated $50,000 and has received $5,000;
• thoughts are that this money be put towards another full-time teacher for next year and to separate the year 3 – 6 class;
• expected enrollment for 2011 is 35; and
• we reviewed the NAPLAN results. Improvement has been excellent.

Jane Yates- Secretary

Student representative’s message

Our last year of primary school was very enjoyable. We had three excursions. One was to Sovereign Hill in Ballarat. We learnt about the Eureka Stockade. The other two were to Melbourne to film the TV Show Spit it Out. This has been the highlight of our school years.

The students raised money for Stewart House by conducting a Crazy Hair Day. We also made cup cakes to raise money for the RSPCA.

We have enjoyed representing the school in many sporting events. We have also felt proud to represent the school as school captains. We were pleased to have the opportunity to meet the Governor of NSW, Professor Marie Bashir, at Lockhart.

Angus Webb and Andrew Yates

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
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<th>2008</th>
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Student attendance profile

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<td></td>
<td></td>
</tr>
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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</table>

Management of non-attendance

Teachers record student absences in the class roll each day. Parents or caregivers are contacted to supply an explanation of student non-attendance. Regular items about attendance are placed in the school newsletter outlining requirements. The Home School Liaison Officer is contacted regarding students who have a poor attendance record. Merit cards are presented to students who have excellent attendance each term.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K-2</td>
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</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Kraynik. Miss Rice was replaced by Mrs McRorie.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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</tbody>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>1 758.41</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>178 270.63</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>11 112.12</td>
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<tr>
<td>Library</td>
<td>1 708.07</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>60 400.06</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>144 484.44</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>33 786.19</td>
</tr>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

All students in Years 5 and 6 participated in weekly recorder lessons. Andrew, Angus, Dan, Whitney Harley, Jaden and Ruby, played in the combined recorder group at the NSW Festival of Instrumental Music. The students reached a high level and were able to play three musical pieces from memory, with hundreds of other students. The students also played at the opening of Education Week in Wagga Wagga and at the Southern Riverina Combined Schools. The students also performed at the Southern Riverina Performing Arts festival.

Maddy was selected to join the Central Riverina Choir, and performed at various events in the region. She went on to participate in the combined choir at the Schools Spectacular concert.

All students participated in the annual Greater Kengal creative arts day. They were involved in music, dance and visual art workshops.

Yerong Creek Public School hosted the Greater Kengal Musica Viva performance.

Sport

Students continue to be provided with many opportunities to participate in various sporting events. All students from Years K-6 are involved in the Greater Kengal swimming, cross country and athletics carnivals. They also attended the ball games day. There were a number of students who went on to represent the school at Southern Riverina and Riverina levels. Andrew student represented the school at the state swimming carnival. There were also students who attended trials for netball, tennis, Australian Rules football and cricket.

Students combined with the Greater Kengal schools to form teams for the Super 8s cricket day, touch gala day, Paul Kelly Cup knock-out and football and netball carnival. The Greater Kengal schools introduced a tennis and games day to its agenda this year.

The school again entered a team into the State Small Schools Soccer Knockout competition. They played at a gala day against Lockhart Central School, South Gundagai Public School and Table Top Public School.

All students were involved in a ten day intensive swimming program at the end of term 4.

Andrew received the Crestview Trophy, which is presented to a student from the Greater Kengal Schools for outstanding achievement in sport.

Greater Kengal Science Day

All students travelled to Mangoplah Public School for the annual Greater Kengal Science Day. This year the focus was on the design and make strand of the Science syllabus.

The students worked in their year group. They spent the time designing, then making at item, which they shared at the end of the day.

Public Speaking and Debating

All students from years 3-6 had a chance to be a part of the debating team in the Culcairn Lion’s Club Debating Competition. They also had the opportunity to perform a public speech. Two students represented the school at the Multicultural Public Speaking Competition.
This program develops confidence in the students, as they learn the finer techniques of debating and public speaking.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy and Numeracy – NAPLAN Year 3**

In 2010, six students in year 3 participated in the literacy and numeracy assessment. Owing to the small size of the cohort, information that could possibly be used to identify students cannot be used.

The Year 3 mean was below the state average in all areas in Literacy and numeracy. The percentage of students in Bands 4, 5 and 6 in Reading was above the region. The percentage of students in Band 4, 5 and 6 in Number, Patterns and Algebra was above the region.

**Literacy and Numeracy – NAPLAN Year 5**

In 2010, four students in year 5 participated in the literacy and numeracy assessment. Owing to the small size of the cohort, information that could possibly be used to identify students cannot be used.

Results show that the students in Year 5 performed better in Reading than in Writing, and better in Data, Measurement, Space and Geometry than in Number, Patterns and Algebra.

**Progress in reading**

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**Progress in writing**

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**Progress in grammar and punctuation**

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**Progress in spelling**

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</table>

**Progress in numeracy**

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</thead>
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<td>89.7</td>
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<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
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</table>

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. However, owing to the small size of the cohort, information that could possibly be used to identify students cannot be used.

**Significant programs and initiatives**

**Aboriginal education**

The teachers integrate Aboriginal history and culture and contemporary Aboriginal Australia into key learning areas.

The students had an opportunity to participate in Aboriginal music and listen to a didgeridoo player at the Greater Kengal Harmony Day. Local elders attended this event. The students also created art based on contemporary Aboriginal art at the Greater Kengal creative arts day.

The school leaders acknowledge country at the school assemblies and other significant school events.
Multicultural education
The students attended the annual Greater Kengal Harmony Day. They participated in activities from various cultures throughout the day.
The school continues to support the Musica Viva concerts, which allows the students to view performers from various cultures.
Once again, all students in years 3 to 6 prepared a public speech for the Multicultural Public Speaking Competition. This activity provides the opportunity for students to understand that we live in a multicultural society.
All the students were involved in an extensive unit to learn about the country and culture of Scotland as part of the Country Women's Association (CWA) International Country of Study.

Respect and responsibility
The teaching of respect and responsibility forms an integral part of the student welfare policy.
The school continues to promote the core school values by conducting explicitly value lessons each week. The focus value is displayed in the classrooms and in the newsletter. Merit cards are presented to students who display that value in their behavior.
Students participate in regular lessons based on the resilience program Bounce Back. This program teaches the students skills which they require to make positive decisions.
Regular student meetings are held, which provides a forum for a student voice. The students are provided with leadership opportunities as they can be elected to act as the president or secretary of the meetings for a term.
Year 6 students attended the Impact Leadership day. All year 6 students were able to perform the role of school prefect for a term, prior to the elections of school captains. The prefects represented the school on Anzac Day, Remembrance Day and ran the school assemblies. They also greeted and thanked our various guests.

National partnership programs
The school received a seeding grant for National Partnerships program- Low SES School Communities, prior to commencing the program in full in 2011.
The grant was used to fund three staff members to attend the leadership program. A situational analysis was conducted and the school’s strengths and weaknesses were identified.
Two staff members commenced training in the Accelerated Literacy program. This training will continue for all teachers in 2011.

Progress on 2010 targets
Target 1
90% of students achieve stage based outcomes in writing.
School based assessments show that 61% of students have achieved stage based outcomes in writing. Of those, 22% were at a high level. The Naplan writing results and teacher assessments show that punctuation remains a weakness at the school.
Our achievements include:
- Teachers completed the Literacy on Track professional learning. They implemented the strategies to enable them to track the student learning and develop the key focus areas for lessons.
- Teachers participated in activities to improve their consistent teacher judgment and the development of rubrics for writing assessments.
Target 2

90% of students achieve stage based outcomes in reading.

School based assessments show that 85% of students have achieved stage based outcomes, with 45% reading at a high level.

Our achievements include:

- The principal, as the Best Start leader, demonstrated effective teaching reading strategies.
- The teachers participated in professional learning to improve the teaching of comprehension.

Target 3

90% of students achieve stage based outcomes in numeracy.

School based assessments show that 73% of students have achieved stage based outcomes, with 22% working at a high level.

Our achievements include:

- Teachers have developed authentic assessment tasks in the area of numeracy.
- Teachers access the Smart data to inform their teaching program.

Target 4

90% of students achieve stage based outcomes in science and technology.

School based assessments show that 88% of students have achieved stage based outcomes in the area of science and technology.

Our achievements include:

- All students worked through the design and make process at the Greater Kengal science day,
- Students are explicit taught the scientific literacies.

Target 5

All students participate in the viewing of live music and create music for authentic purposes.

Our achievements include:

- All year 5 and 6 students had weekly recorder lessons. Four students performed in combined recorder section at the Festival of Music. The students also performed at various local events.
- One student joined the Central Riverina choir and went on to sing in the combined choir at the Schools Spectacular,
- Yerong Creek hosted the Greater Kengal Musica Viva concert.

Target 6

All students are familiar with the use of the interactive whiteboard and are utilizing web 2.0 in their learning program

All classrooms have an interactive whiteboard (iwb). The connected classroom equipment was installed during the year. Staff members have been trained in the use of the video conferencing equipment.

Our achievements include:

- Teachers regularly use the iwb to enhance learning. All students are familiar with the use of the iwb and elements of the Smart Notebook program.
- Teachers have participated in various professional learning to assist with their learning on the use of technology.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

Enter text here

Educational and management practice

Management

Background

All parents and staff were provided the opportunity to participate in a survey regarding the school's management procedures. Four staff members and seven parents replied.

Findings and conclusions

Staff and parents agree that the school is well organized and that allocation of money is managed effectively. The respondents also agree that the school is continually looking for ways to improve its performance.

All respondents agreed that discipline is fair and that the school’s policies and procedures reflect student’s welfare needs.

Future directions

While the area of effective communication was more positive than in previous years, it is an area the school would like to improve. A Community Engagement Officer (CEO) will be employed using funding from the National Partnership Low SES. The CEO will work with the principal to improve the communication between teachers and parents.

Curriculum

• Teachers were involved in Literacy on Track, Thrass and Best Start. Two new teachers commenced at the school towards the end of the year so their professional needs were considered. The teachers were involved in Accelerated Literacy and continue to participate in Best Start and Talking and Listening.

• Teachers participated in Consistency in Teacher Judgement in the area of writing and talking and listening. They will continue this process to improve their teaching of these areas, as the 2010 targets have not been met.

• The principal and two teachers completed the National partnership Team Leadership course.

• Teachers attended the school development days with the Greater Kengal schools, as well as after school meetings, and participated in activities based around the improved teaching of writing, science and talking and listening. They also shared knowledge with colleagues in the area of technology.

• Three new scheme teachers were working towards accreditation during 2010.

• The Department of Education provided $2634 to the school for professional learning. In addition, the school provided an additional $6084 from the global funds to support professional learning for all staff.

School development 2009 – 2011

Targets for 2011

The school development plan provides an overview of school priorities and targets for the 2009-2011 period. These priorities and targets were developed as a result of school evaluations.

Target 1

Greater than 90% of students achieve stage based outcomes in writing, talking and listening and reading.

Strategies to achieve this target include:

• Teachers participate in Professional Learning about consistent teacher judgments with a focus on persuasive texts.
• Teachers will further develop their skills in the Accelerated Literacy pedagogy to develop reading and writing outcomes;
• Explicit teaching of talking and listening skills;
• Talking and listening is integrated across other Key Learning Areas with a focus on Science and Technology;
• Targeted students participate in a supportive literacy program;
• Teachers will develop rubrics to provide explicit criteria to students;
• Teachers will participate in Professional learning on the area of student feedback.

Our success will be measured by:
• Analysis of NAPLAN and school based data indicates that students are achieving stage based outcomes across the literacy curriculum;
• Monitoring of programs and student work samples indicates that teachers are implementing Accelerated Literacy strategies and
• Students demonstrate improved talking and listening skills.

Target 2
Greater than 90% of students achieve stage based outcomes in numeracy.

Strategies to achieve this target include:
• Professional Learning sessions on the use of the Mathletics online program;
• Revisit Count Me In Too strategies;
• Targeted support for individual learning needs.
• Conduct a resource audit and update necessary equipment.

Our success will be measured by:
• Analysis of NAPLAN and school based data indicates that students are achieving stage based outcomes in numeracy.

Target 3
All students participate in the viewing of live drama. Students participate in drama performances for authentic purposes.

Strategies to achieve this target include:
• Drama teacher to attend appropriate Professional learning;
• students to attend live drama performances; and
• students to perform drama for a live audience.

Our success will be measured by:
• Students are achieving at a stage based level in school assessments.

Target 4
Students and teachers further develop effective technology skills of all students.

Strategies to achieve this target include:
• Professional Learning in the use of the Connected Classroom hardware and software;
• Greater Kengal staff and students participate in video conferencing sessions and
• Students participate in appropriate virtual excursions.
• Technology resources and hardware are purchased to support students learning across all KLA’s
• Staff participate in Professional Learning to support the school and Greater Kengal network
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Lyn Davies: Staff representative
Di Holding: Community representative
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