Messages

Principal’s message

Yerong Creek Public School continued to be supported by the funding received from the Low SES School Communities National Partnerships program. This funding enabled the staff to be involved in strategies professional learning, aimed at improving the learning outcomes of the students. It also allowed the school to employ a part-time teacher, providing the resources to create stage based classes.

The school continued to be an active member of the Greater Kengal network of small schools. Staff participated in many professional learning opportunities within the network. The students were involved in many sporting, cultural and learning days with the Greater Kengal students.

I would like to thank the teaching and support staff of Yerong Creek Public School, who continues to work as a team to provide an engaging learning environment for the students.

I would also like to thank the P&C for their immense fundraising efforts, which supports all students in participating in many extra-curricular activities. 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

The P&C aims to promote the interests of the school and to encourage cooperation between parents and staff. It organizes various fundraisers during the year.

At our P&C meetings, which are held every 3rd and 8th Tuesday of each term, reports are presented by the principal and general business is discussed. All interested members of the school community are welcome to attend, as this is an excellent opportunity to be informed about activities and current issues at the school.

The school has been very fortunate to have had a very committed and active P&C this year, building on the excellent work of the previous years.

The objective this year was to assist families financially providing funding for all bus travel to events including Harmony Day, ball games, Musica Viva, Super 8s cricket and the CAD factory rehearsal and performance. The P&C also subsidized the 3-6 Canberra excursion, the Sydney soccer trip, zumba lessons, book packs and voluntary contributions.

Lastly it would be remiss of me not to highlight the pleasure the committee has had working with our Principal Gayle Pinn and her dedicated team of talented teachers and staff. We have a wonderful school. Thank you for your support and generosity this year.

Libby Webb- Secretary
**Student representative’s message**

During 2012 the students have been involved in many exciting learning opportunities. One of the highlights was our participation in the *Small Voices Made Loud in Big Spaces* performance which was held at the Tootool Silos. Three students played the recorder in the *Festival of Instrumental Music* at The Sydney Opera House, which was very exciting. We travelled to Sydney to participate in the Small School’s State Touch Finals, in which we came fourth.

Years 3-6 had a three day excursion to Canberra. Some of the places we visited were Parliament House, Old Parliament House, The War Memorial and the Electoral Commission.

The students chose Creating Hope in Cambodia as our charity this year. We held a Move-a-thon and mini-fete and raised over $800 to donate.

We are all sad that we are leaving our friends at school but we will still have some good memories. We are very enthusiastic about going to high-school and making new friends. It will be a great experience for all of us.

Ronan, Lucy and Alexia

School Captains

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**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.

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**Student enrolment profile**

The student enrolment in 2012 was 28. There is a mixture of students from the village and from local farms.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>21</td>
<td>19</td>
<td>13</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.3</td>
<td>98.6</td>
<td>89.5</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>93.6</td>
<td>95.1</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>95.4</td>
<td>90.9</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.8</td>
<td>97.2</td>
<td>95.1</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.8</td>
<td>96.4</td>
<td>98.0</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>94.9</td>
<td>87.8</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.4</td>
<td>94.9</td>
<td>95.7</td>
<td>87.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.4</td>
<td>95.9</td>
<td>93.7</td>
<td>93.3</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Teachers record student absences in the class roll and blue book 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.

**Staff information**

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

[Enter text here.]

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.84</td>
</tr>
<tr>
<td>Learning and Support teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.926</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.362</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The teaching staff is also supported by a part-time School Administrative Manager and two part-time School Learning Support Officers. A part-time School Administrative Officer were also employed. There are no staff that identify being of Aboriginal heritage.

**Staff retention**

During 2012, Miss Guthrie, Mrs McRorie and Miss Dunn were employed in temporary positions. Mrs Clancy took maternity leave.

**Teacher qualifications**

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

[Enter text here.]

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

**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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>19824.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>61683.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82740.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16162.07</td>
</tr>
<tr>
<td>Interest</td>
<td>1400.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2514.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>184325.98</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning         |            |
| Key learning areas          | 5234.62    |
| Excursions                  | 4880.11    |
| Extracurricular dissections | 11184.12   |
| Library                     | 1527.66    |
| Training & development      | 4663.93    |
| Tied funds                  | 81487.74   |
| Casual relief teachers      | 6330.38    |
| Administration & office     | 19729.96   |
| School-operated canteen     | 0.00       |
| Utilities                   | 8228.25    |
| Maintenance                 | 7601.11    |
| Trust accounts              | 2775.30    |
| Capital programs            | 0.00       |
| **Total expenditure**       | 153643.18  |
| **Balance carried forward** | 0.00       |

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

The staff continues to provide and expose the students at Yerong Creek Public School to a wide variety of creative and performing arts opportunities.

- All students participated in “Musica Viva” lessons and attended a performance by B’tutta at Boree Creek Public School.
All students attended the Greater Kengal Creative and Practical Arts Enrichment Day at Yerong Creek Public School where they participated in a variety of music, visual arts and dance activities. The network will continue to provide this experience again in 2013.

Four students, Ronan, Lucy, Michael and Evan, participated in the NSW Combined Recorder Ensemble at the Festival of Instrumental Music at the Sydney Opera House. They also performed in the Riverina Recorder Ensemble.

Students participated in the Arts Council/Department of Education and Communities (DEC) Initiative with the CAD Factory to produce and present a multi arts performance at the Tootool Silos.

Students participate in weekly creative and performing arts lessons, which integrate with the other KLA topics.

Sport

Yerong Creek Public School encourages all students to participate in and strive to reach their potential across a variety of active and sporting activities.

Students participate in daily fitness session, focusing on fundamental movement skills.

The Greater Kengal Small Schools Network also provides opportunities for students to participate and excel across a number of sports. It conducts carnivals in athletics, swimming, cross country, ball games, tennis, football and netball enabling students to attend for enjoyment, participation and representative trials and selections. Yerong Creek Public School was named the champion school at the swimming, athletics and cross-country carnivals, and the overall champion school for 2012.

The network is an active and supportive participant of the Southern Riverina PSSA.

Talented students are encouraged to attend sporting trials and carnivals. Michael was selected to represent the Riverina Region in AFL at the State Carnival in 2012.

Small Voices Made Loud in Big Spaces

In this cutting-edge project, two Cad Factory artists worked with children from Boree Creek, Milbrulong, Pleasant Hills and Yerong Creek Public Schools in Regional NSW, to create huge, spectacular projections of the students’ work onto an enormous grain silo in Tootool – using video mapping software.

The performance was shown at a free sunset community event on Friday 26 October 2012 at the Tootool Silo in regional NSW. It was the culmination of an Extended Residency in Schools grant which enabled artists Vic and Sarah McEwan to work for over three months with the students.

This project was funded by an Australia Council initiative known as the Artist in Residency (AIR)
program which is a partnership between Arts NSW, the Australia Council for the Arts and the Department of Education and Communities. Delivered through the Arts NSW Young People category (formerly ConnectEd Arts), this funding enabled students to work with professional artists to create new work. Other important objectives of the funding were to provide insights into the working lives of artists and to encourage and develop future artists and arts audiences.

Each school was given a topic relating to their community including living in a remote community, population drift, aging population, the impact of people on nature, and nature’s impact on people. Over eight weeks in Term 3 Vic and Sarah conducted workshops exploring these topics through conversations, drawing, songwriting, experimental music making and performance.

Academic

Results in 2012 could not be displayed because the small number of students is below the privacy threshold. Results have been shared with parents and programs put into place where required.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

The school’s Aboriginal programs have been successful in promoting understanding and knowledge of Indigenous culture. Knowledge of Aboriginal history and culture was taught through the literacy and Human Society and its Environment (HSIE) programs.

Students attended Harmony Day celebrations at Boree Creek with a focus on Aboriginal Culture with students from all Greater Kengal schools. Aboriginal visitors shared their stories and then conducted workshops in traditional dance, art and food.

Greater Kengal schools also participated in Professional Learning activities during 2012 at a School Development Day, focusing on incorporating Aboriginal perspectives across Key learning Areas and the review of their Aboriginal Education Policy.

Multicultural education

All students continue to be involved in activities which raise their awareness of other cultures. Students from Years 3-6 were involved in the Multicultural Public Speaking Competition. All students were involved in an in-depth study of Timor-Leste, and produced a poster for the CWA International Study competition. They also attended a cultural day hosted by the local CWA branch.

National partnership programs

Yerong Creek Public School continued received funding through the Low SES School Communities National Partnerships program.

This funding was used to train Jessica Guthrie as an Accelerated Literacy mentor to ensure ongoing implementation of the Accelerated Literacy pedagogy within the school. It was also used to provide professional learning in the area of comprehension and spelling. All staff completed the Team Leadership for School Improvement Program.

Funding was also used to pay for a part-time teacher to enable the school to conduct stage based classes.

All teachers commented that the professional learning provided throughout the year has improved the quality of their teaching.
Progress on 2012 targets

Target 1 - Literacy

All students will move forward at least one cluster on the Literacy Learning Sequence.

Our achievements include:

- Jessica Guthrie trained as an Accelerated Literacy mentor. Teachers continued to embed the Accelerated Literacy pedagogy in their teaching.
- Explicit teaching of the Super 6 Comprehension strategies.
- Explicit teaching text types through all Key Learning Areas (KLAs).
- Explicit teaching of talking and listening in all KLAs.
- Teachers became more familiar with the language and expectations of the cluster markers in the literacy continuum.
- Students were tracked on the comprehension aspect of literacy continuum K-6.

Target 2 - Numeracy

All students will move forward at least one cluster on the Numeracy Learning Sequence.

Our achievements include:

- Implemented Targeting Early Numeracy (TEN) program with Early Stage 1 and Stage 1.
- All students moved forward at least one cluster on the numeracy continuum.
- Consolidate understanding of Place Value across all stages.

Target 3 - Technology

Teachers and students effectively implement technology in all KLAs.

Our achievements include:

- Increased staff use of Video Conferencing facilities, Smartboard and computer technologies.
- Involvement in Video Conferences which included sharing learning with Greater Kengal schools.
- Integration of iPads and iPods into all KLAs.

Target 4 – Professional Learning

High quality Professional Learning opportunities within the Greater Kengal Network

Our achievements include:

- Professional Learning Calendar developed for Greater Kengal Schools.
- Professional Learning in comprehension, spelling, and Targeting Early Numeracy (TEN) training.

Target 5 - Aboriginal Education

Understanding and appreciation of Aboriginal cultures

Our achievements include

- Aboriginal perspectives incorporated across all KLAs.
- ‘Acknowledgement of Country’ at school and Greater Kengal functions implemented.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Professional Learning.

Professional Learning

Background

The school continues to be funded by the National Partnership- Low SES program, and utilises part of the funding for targeted professional learning. The professional learning organized for teachers was linked to the school plan and involved school based learning, network professional learning and department provided professional learning.

Findings and conclusions

The teachers all agreed that the professional learning met their needs and the needs of the school and students. They also agreed that strategies and pedagogy were implemented across the school. They teachers agreed that participation in the targeted professional learning improved their teaching practice and extended their repertoire. There was evidence of implementation of the new knowledge in all teaching and learning programs.

Future directions

The school will continue to target professional learning linked to the school plan and the needs of the students. It will also ensure that professional learning is provided to all teachers and that new knowledge is implemented on a whole school basis.

Greater Kengal Stage Days

Background

The Greater Kengal network of small schools has been conducting stage days for the past two years. The purpose of the stage days is two-fold. The first purpose being to provide a single stage learning and social environment for the students, while the second aim of the stage days was to provide an opportunity for teachers to observe and be observed by their peers and receive feedback.

Eleven teachers from the network participated in the survey, with eight of the teachers having participated in at least three stage days.

Findings and conclusions

All teachers agreed that their participation in the stage days has led to some improvement in their teaching practice. All teachers also agreed that they received valuable feedback from their colleague. The teachers felt other valuable aspects of the stage days for them were observing colleagues and gaining new ideas, skills and strategies; professional interaction and reflection and focusing their teaching on only one stage.

All teachers felt that the stage days were valuable for the students as they provided opportunities for the students to socialise with others in the same age group, and participate in a learning environment that only involved one stage. Teachers also stated that the students benefitted from being taught by different teachers for the day.

A suggestion by teachers to improve the planning of the days included sharing of information about students so the teachers can differentiate the lessons to cater for the individual needs of the students.

Future directions

The teachers all value the Greater Kengal Stage Days. They will continue to operate in 2013, being held in Terms 2 and 3. The teachers link their lessons to the National Teaching Standards, Quality Teaching Framework and school plans. They will also share information about individual students to allow differentiation of activities.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Both staff and parents were invited to participate in the online survey regarding the school culture. 12 responses were received.

12 respondents agreed that the school knows its families and communities and praises individuals on their successes. They also agreed that they are proud of their child’s school and that the students are the school’s main concern. 12 respondents agreed that students are encouraged to achieve their best and that the school caters for the individual needs of students. 

Ten respondents disagreed that they were concerned about bullying in the school. Two respondents disagreed that parents supported activities within the school. Ten respondents indicated they accessed the schools website, with seven accessing the schools Facebook page.

The students were asked to list ten things that were important to them at school. Their responses were collated into a Wordle.

Professional learning

Jessica Guthrie trained as an Accelerated Literacy mentor, and shared her knowledge with the staff. She also completed an online course about dyslexia and reading difficulties.

All teachers participated in extensive professional learning regarding the Super 6 comprehension strategies and applying spelling strategies in the classroom. They also continued professional learning in the area of effective integration of technology in the classroom. Staff also completed the Team Leadership in Schools modules.

All staff completed mandatory training at staff development days.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

All students in Years 1-6 move forward at least one cluster on the Literacy Learning continuum in the aspect of Comprehension.

2013 Targets to achieve this outcome include:

- All students in Years 1-6 move forward at least one cluster on the Literacy Learning Sequence in the aspect of Comprehension.

Strategies to achieve these targets include:

- Explicit teaching of the Super 6 Comprehension strategies in all KLA’s.
- Professional Learning to develop deep knowledge to teach, assess and track students in the aspect of comprehension.
- Teachers to use Best Start data to plan for teaching individual students.
- Professional Learning on developing debating skills. Expose students to debating.
- Transfer spelling strategies across all KLA’s.
School priority 2
Outcome for 2012–2014
Improve student learning in Numeracy.

2013 Targets to achieve this outcome include:
- All students in Years 1-6 will move forward at least one cluster on the Numeracy Learning Sequence in the aspect of Place Value.

Strategies to achieve these targets include:
- Consolidate TEN program with Early Stage 1 and Stage 1.
- Consolidate understanding of Place Value across all stages.
- Use combined Greater Kangal data for future planning.

School priority 3
Outcome for 2012–2014
Innovation in the use of interactive technologies for learning and teaching

2013 Targets to achieve this outcome include:
- Teachers and students effectively implement technology in all KLA’s.

Strategies to achieve these targets include:
- Develop and ICT skills continuum linked to the Australian Curriculum.
- Share common Talking and Listening task between Greater Kangal School Network using Video Conferencing.
- Attend relevant virtual excursions through the connected classroom.
- Greater Kangal Schools to share skills at network meetings and Staff Development Days.

School priority 4
Outcome for 2012–2014
Strengthened leadership and management capacity of teachers and principals to drive school improvement

2013 Targets to achieve this outcome include:
- All staff will have a high quality professional learning plan linked to the school plan.

Strategies to achieve these targets include:
- Develop Professional Learning plans for staff members.
- Professional Learning on new curriculum documents

School priority 5
Outcome for 2012–2014
Deep understanding of the DEC Aboriginal Education Policy by all staff

2013 Targets to achieve this outcome include:
- Implementation of Aboriginal perspectives across Key Learning Areas.
- Review and revise school Aboriginal education policy.
- Identify areas in KLAs suitable for teaching an Aboriginal perspective.
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.

Gayle Pinn, Principal
Jessica Guthrie, teacher
Narelle McRorie, teacher

School contact information

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Email: yerongck-p.school@det.nsw.edu.au
Web: [Enter here.]
School Code :3556

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: