School context statement

Yerong Creek Public School is a small rural school in the Riverina. The school is an active participant of the Greater Kengal Network of Schools. The school values the development of the whole student; social, cultural, academic and sporting.

Student information

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

Student enrolment profile

The student enrolment has gradually declined over the past five years, resulting in the school being reclassified as a P6 school in 2014.

Student attendance profile

Teachers record student absences in the class roll and blue book each day. Parents or caregivers are contacted to provide 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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.726</td>
</tr>
<tr>
<td>Total</td>
<td>2.33</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no staff that identify being of Aboriginal heritage.
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>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>24942.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>54727.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>81665.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13375.44</td>
</tr>
<tr>
<td>Interest</td>
<td>1234.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1731.3</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>177677.07</td>
</tr>
</tbody>
</table>

Expenditure
| Teaching & learning         |            |
|                             |            |
| Key learning areas          | 3341.61    |
| Excursions                  | 5916.55    |
| Extracurricular dissections | 1489.98    |
| Library                     | 3346.72    |
| Training & development      | 10419.78   |
| Tied funds                  | 68177.2    |
| Casual relief teachers      | 330.73     |
| Administration & office     | 22173.88   |
| School-operated canteen     | 0.00       |
| Utilities                   | 6626.85    |
| Maintenance                 | 3603.8     |
| Trust accounts              | 1608.53    |
| Capital programs            | 0.00       |
| Total expenditure           | 143035.63  |
| Balance carried forward     | 34641.44   |

A full copy of the school’s 2014 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 2014
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Academic achievements
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Festival of Instrumental Music

Seven students, Sophie, April, Rosie Jack, Rose, Rachael and Royce participated in the NSW Combined Recorder Ensemble at the Festival of Instrumental Music at the Sydney Opera House.

Debating

All students in Years 3-6 participated in the Culcairn Lion’s Club debating and public speaking competition.

Yerong Creek Public School competed in the Premier’s Debating competition, with Rosie being selected for the Riverina debating team.

Sport

The students were very successful in the sporting area during 2014.

- April, Craig, Jack and Royce represented the school at the NSWPSA State Swimming Championship in the P6 relay.
- Jack, Luke, Royce and Craig represented the school in the P6 relay at the NSWPSA State Athletics Championships.
- April, Rosie, Jack and Royce represented Greater Kengal in the State tennis knockout, coming runners-up in the Riverina final.
- Jack was a member of the Riverina state tennis team.
- Royce represented NSW in the AFL National Carnival.
- Royce received the Crestview trophy for the most outstanding sportsperson in the Greater Kengal schools.

Significant programs and initiatives – policy

Aboriginal education

There were no students who identified as Aboriginal enrolled in the school.

Teachers integrated Aboriginal perspectives across all learning areas to enhance the knowledge of Aboriginal culture and history.

Multicultural education and anti-racism

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 Botswana. Multicultural education was integrated into English and Human Society and its Environment (HSIE) activities.

The students were also involved in activities associated with the Musica Viva musical group Tigramuna, which is influenced by indigenous, African and European traditions.
National partnerships and significant Commonwealth initiatives

Yerong Creek Public School participated in the final year of the Low SES School Communities National Partnerships program.

- Over the four years the school was involved in the National Partnership initiative, NAPLAN scores showed significant improvement in all areas of literacy and numeracy.

- Jessica Guthrie was trained in Focus on Reading Phase 1 and implemented quality teaching strategies into the classroom teaching program. Gayle Pinn trained in Focus on Reading Phase 2. Both teachers were trained as Focus on Reading trainers. The implementation of the pedagogy and strategies into the teaching program saw an increase in the volume of reading by the students and the use of comprehension strategies across all learning areas.

- The teachers utilized the learning continuums for literacy and numeracy to plan for personalised learning for all students.

Learning and Support

Identified students were targeted to receive assistance with learning and support during the year. Individual plans and goals were developed to support the students, which were evaluated on a regular basis.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Inviting parents, staff and parents to complete surveys
- Student work samples and assessments
- Professional conversations and reflections

School planning 2012-2014:

School priority 1

Improve student learning in literacy.

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- In-class assessments, individual learning programs and school assessments and teacher observations demonstrate that all the students have made progression along the literacy continuum in the aspect of comprehension.
- All teachers implemented the pedagogy and teaching strategies developed from Focus on Reading professional learning, including developing the skills of comprehension, reading volume and vocabulary in students.
• Teachers used the PLAN software to track the students in comprehension and planned learning accordingly.

**Strategies to achieve these outcomes in 2014:**

• Teachers tracked students on the PLAN software in all the critical aspects of literacy and used the cluster markers to plan focused learning activities.

• A common writing assessment task was taught and assessed using consistent teacher judgment at the Greater Kengal Network Stage Days.

• A professional learning day was conducted regarding the implementation of the new English syllabus and assessing in English.

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**School priority 2**

Improve student learning in Numeracy.

**Outcomes from 2012–2014**

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

**Evidence of achievement of outcomes in 2014:**

• TEN and classroom data revealed that most students were in age appropriate clusters in the aspect of Place Value.

• Teachers stated that they were confident in implementing the new syllabus, developing quality assessment tasks and differentiating lessons.

**Strategies to achieve these outcomes in 2014:**

• A professional learning day was conducted regarding the implementation of the new Mathematics syllabus.

• Staff shared units at network meetings.

• Teachers tracked the student progress on the PLAN software and differentiated lessons to suit the student needs.

**School priority 3**

Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning and administration.

**Outcomes from 2012–2014**

Teachers and students effectively implement technology in all learning areas.

**Evidence of achievement of outcomes in 2014:**

• The use of iPads and web tools were integrated into all areas of learning.

• Teachers used Wikispaces to develop class programs, which were shared to enhance collaboration.

• Teachers stated they were confident in identifying appropriate technology for the given learning goal, and were confident in using new technologies.

• Students stated that the use of technologies enhanced their learning.

**Strategies to achieve these outcomes in 2014:**

• More iPads were purchased allowing the Year 6 students to borrow an iPad for individual use.

• A regular technology newsletter was produced to share innovative ways of teaching and learning.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The parents indicated that the school provided a positive learning environment. They valued the extra-curricular activities and opportunities the students were involved in. They appreciated the use of technology in the classroom. The parents stated that a variety of forms of communication provided a positive relationship between the school and community.

The students were surveyed and stated they liked the school because it was small and friendly. They enjoyed the many opportunities they were offered, and liked using technology in the classroom.

The staff stated the school was a positive place to work. They were confident in the implementation of the new syllabuses and felt that the professional learning they were involved in improved their teaching.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1

Students will be successful learners.

Purpose:

- To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.
- To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

Strategic Direction 2

Staff will be high performing and collaborative.

Purpose:

- To provide high standard educational practices; informed through assessment and enhance through professional learning that is purpose driven.
- To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff.

Strategic Direction 3

Our community will be inclusive, informed and engaged.

Purpose:

- To develop strong partnerships between community that empowers all to engage and contribute positively to the school and support students learning.
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 Morey- teacher

School contact information
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Fax: 02 69203559
Email: yerongck-p.school@det.nsw.edu.au
School Code: 3556
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: