School context

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.

Principal’s message

2014 was a year of very high achievements for the students of Yerong Creek Public School. The students were provided with opportunities in all areas and proved successful in many of them.

The school was able to run three classes, with a part-time teacher being funded through the Low SES School Communities National Partnerships program. The program also provided funding for the teachers to participate in training in literacy strategies.

The Greater Kengal network of Small Schools provided support for teachers in professional learning, as well as sporting, cultural and learning days for the students.

The teaching staff worked towards implementing the new English and Mathematic syllabuses in 2014.

I would like to thank all the teachers and support staff that has provided an engaging and positive learning environment for the students. I would also like to thank the members of the P&C for providing financial support to the students so they could participate in a variety of activities throughout the year.

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>21</td>
<td>19</td>
<td>13</td>
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<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>16</td>
<td>12</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>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.3</td>
<td>99.0</td>
<td>95.0</td>
<td>95.0</td>
<td>93.0</td>
<td>92.3</td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>93.6</td>
<td>95.1</td>
<td>94.9</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>95.4</td>
<td>90.9</td>
<td>88.9</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>97.2</td>
<td>95.1</td>
<td>94.3</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.1</td>
<td>96.4</td>
<td>98.0</td>
<td>94.7</td>
<td>92.1</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>90.2</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>94.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.4</td>
<td>90.9</td>
<td>93.7</td>
<td>93.3</td>
<td>92.8</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.
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 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>Total</td>
<td>3.362</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></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>30682.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>56519.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35855.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11234.33</td>
</tr>
<tr>
<td>Interest</td>
<td>935.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3637.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>138864.95</td>
</tr>
</tbody>
</table>

Expediture

| Teaching & learning          | 10336.71   |
| Key learning areas           |            |
| Excursions                  | 7584.77    |
| Extracurricular dissections  | 11783.55   |
| Library                     | 2477.15    |
| Training & development       | 3766.29    |
| Tied funds                   | 37730.78   |
| Casual relief teachers       | 4060.56    |
| Administration & office      | 19400.45   |
| School-operated canteen      | 0.00       |
| Utilities                    | 7546.40    |
| Maintenance                  | 4168.35    |
| Trust accounts               | 3544.08    |
| Capital programs             | 1523.64    |
| Total expenditure            | 113922.73  |
| Balance carried forward      | 24942.22   |

A full copy of the school’s 2013 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 2013

Academic achievements

Results in 2013 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 and enter the school name in the Find a school and select GO.
Other achievements

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

Debating and Public Speaking
The school was very successful in both public speaking and debating competitions throughout the year. Royce, Rosie, April, Michael and Emily competed in the Premier’s Debating Competition, in which they were Riverina finalists. Rosie was selected in the Riverina debating team.

Rosie and Emily received Highly Commended certificates in the Riverina finals on the Multicultural Public Speaking Competition.

All students in Years 3-6 participated in the Culcairn Lion’s Club debating and public speaking competition. Yerong Creek PS was named the winner of the completion in 2013.

Sport
The students were very successful in the sporting area during 2013.

• Yerong Creek Public School was named the champion school at the the Greater Kengal swimming and cross country carnivals. They were also named the overall champion school. Royce was named the 11 year boys Greater Kengal athletics champion and Michael received the Crestview trophy for the most outstanding sportsperson in the Greater Kengal schools.

• Craig, Royce, Jack and Evan represented the school at the State swimming carnival, coming third in the P6 relay.

• Michael represented NSW at the National AFL schoolboys’ championships. He also represented Riverina at the State cricket carnival. Royce was a member of the Riverina touch team at the State carnival.

• Yerong Creek Public School won the Small School touch knockout, with all students in years 3-6 participating.

Significant programs and initiatives

Aboriginal education
Aboriginal students were provided with individual learning plans.

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

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 Morocco. 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 Teranga, who perform music from Western Africa.

National partnerships and significant Commonwealth initiatives
Yerong Creek Public School continued to receive funding through the Low SES School Communities National Partnerships program.

• Jessica Guthrie was trained as an Accelerated Literacy tutor. She developed further skills in the Accelerated Literacy pedagogy and implemented them into her classroom and provided professional learning in this area to staff within the school and Greater Kengal network.

• Gayle Pinn trained in the area of Focus on Reading and implemented the strategies in the classroom, which saw an increase in the engagement in deep learning within the students.

• Teachers have worked with colleagues across the network to develop and
evaluate professional learning goals. The teachers work in a collegial and supportive manner to peer assesses lessons on ‘stage day.’ Professional learning across the network is strategic and explicit.

- In-class assessments, individual learning programs and school assessments and teacher observations demonstrate that all the students progressed along the literacy continuum in the aspect of comprehension.
- Teacher surveys and discussions indicated all teachers benefited from in-school, network provided and wider professional learning. New techniques and skills were implemented in the teaching and learning programs, resulting in students being highly engaged in learning.

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: progress in 2013

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 progress towards outcomes in 2013:

- 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 participated in professional learning in comprehension strategies and implemented the strategies across all learning areas.
  - Teachers used the PLAN software to track the students in comprehension and planned learning accordingly.
  - The pedagogies on Accelerated Literacy and Focus on Reading were implemented by all teachers.

Strategies to achieve these outcomes in 2014

- Teachers will track students on the PLAN software in all the critical aspects of literacy and use the cluster markers to plan focused learning activities.
- All staff to demonstrate a writing lesson based on the Naplan Writing Guide, syllabus outcomes and Literacy Continuum Markers.
- Common writing assessment task to be taught/assessed at Stage Days.
- A Professional Learning day will be conducted about the implementation of the new English syllabus and assessing in English.
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 progress towards outcomes in 2013:
- TEN and classroom data revealed a decrease in the number of students who were requiring focused support.
- Teachers developed units of work based on the new NSW Maths syllabus.

Strategies to achieve these outcomes in 2014:
PL day conducted re the implantation of the new Maths syllabus.
All staff share maths units at network meetings
- A professional learning day will be conducted re the implementation of the new NSW Maths syllabus.
- All staff will share maths units at network meetings.
- Teachers will track the student progress on the PLAN software and differentiate 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 progress towards outcomes in 2013:
- Teachers stated they were confident in using a variety of technologies for teaching and learning, including iPads, web tools, videoconferencing and Smart Notebook.
- All students used a class wiki as a storage space for their digital learning.
- Teachers used Wikispaces as a digital programming tool, which proved to be an effective way to share programming ideas.
- Teachers in the Greater Kengal network shared technology ideas as network meetings and via a monthly ICT newsletter.

Strategies to achieve these outcomes in 2014:
- The use of iPads and web tools in learning will be further enhanced.
- Use of technology will be aligned to the new NSW syllabuses.

School priority 4
Strengthened leadership and management capacity of teachers and principals to drive school improvement.

Increased teacher and school leader capacity to improve student learning outcomes in a changing environment.

Outcomes from 2012–2014
All staff will have a high quality professional learning plan linked to the school plan.

Evidence of progress towards outcomes in 2013:
- Teacher surveys and discussions indicated all teachers benefited from in-school, network provided and wider professional learning. New techniques and skills were being implemented in the teaching and learning programs, resulting in students being highly engaged in learning.
- Teachers indicated that they feel confident in implementing the new English and Maths syllabuses in 2014.

Strategies to achieve these outcomes in 2014:
- Teachers will complete the Team Leadership for School Improvement-Teacher feedback module and use quality feedback to improved teacher practice.
- Teachers will complete the Classroom Teacher modules: Developing your personal professional learning plan and Classroom Observation: a professional learning strategy.
- Teachers will complete the ATSIL Self-assessment tool and develop professional learning goals.
School priority 5

Individual learning plans developed for all Aboriginal students.

Deep understanding of the DEC Aboriginal Education policy by all staff.

Increased engagement of parents of Aboriginal students.

Outcomes from 2012–2014

Improved learning outcomes for Aboriginal students.

Evidence of progress towards outcomes in 2013:

• Survey results indicated the staff has a sound understanding of the DEC Aboriginal policy.

Strategies to achieve these outcomes in 2014:

• Develop individual learning plans for Aboriginal students

• Engage parents and carers of Aboriginal students in their child/res learning through Individual Learning Plans.

• Identify areas in KLAs suitable for teaching an Aboriginal perspective in the Australian Curriculum

Professional learning

A total of $6291 was expended in professional learning in 2013, with an average of $1572 per teacher. Professional learning was targeted towards the implantation of the new NSW English and Maths syllabuses. Jessica Guthrie trained as an Accelerated Literacy trainer and provided support all teachers in the Greater Kengal network. Gayle Pinn completed the Focus on Reading training, along with colleagues from the network. All relevant staff also completed an online Autism training course.

School Development Days and network meeting were held in conjunction with other Greater Kengal teachers, and involved familiarisation of the new syllabuses, sharing of idea, developing scope and sequences and writing units of work.

All staff participated in the mandatory training of emergency care, CPR, anaphylaxis training and code of conduct.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents believe that the school provides a positive and engaging learning environment. They agree that the students are provided with many opportunities to develop their talents.

Only one student stated that they did not enjoy coming to school. English and maths were the most popular subjects in class. The students also enjoyed the opportunity to participate in many sporting events, as well as compete in debating.

The staff stated they felt supported by the opportunities to participate in professional learning, which prepared them for the implementation of the new English and Maths syllabuses.

Program evaluations

Background

The teachers in the Greater Kengal Network completed the self-audit for English and maths in the modules Your School and the New Syllabuses.

Findings and conclusions

The teachers stated they were not confident to teach the outcomes D and E in the English syllabus. They also wanted more professional learning on the required texts.

The teachers stated they were not confident in teaching the patterns and algebra strand of the maths syllabus, and require further professional learning in working mathematically.
Future directions
The Greater Kengal Network will develop a common scope and sequence. A professional learning calendar will be developed to address the learning needs of the teachers in implementing the new syllabuses. All teachers will have responsibility in conducting professional learning for the 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.

Gayle Pinn- Principal
Jessica Guthrie= Teacher
Narelle McRorie- Teacher

School contact information
Yerong Creek Public School
Cole St, Yerong Creek
Ph: 02 69203521
Fax: 0269203559
Email: yerongck-p.school@det.nsw.edu.au
Web: http://www.yerongck-p.schools.nsw.edu.au
School Code: 3559

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: