2009 Annual School Report
Yetman Public School

NSW Public Schools – Leading the way
Our school at a glance
Yetman Public School is a small school located in an isolated village in north-western NSW, close to the Queensland border.

The staff at the school are enthusiastic and fully committed to the education, welfare and safety of all students.

Students
The students are drawn from the township and surrounding areas. Some students travel significant distances by bus and come from a range of backgrounds.

Staff
Yetman Public School has a teaching principal and one temporary classroom teacher.

At the end of the year part time teaching positions were available. They consisted of release from face to face, library, STLA and Country Areas Program (CAP) funding. These positions were filled by a long term casual, short term casuals and a music specialist.

The school has a part-time School Administration Manager (SAM), part-time School Administration Officer (SAO) and a part-time General Assistant (GA).

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

Significant programs and initiatives
Country Areas Program (CAP)
The Yetman Public School budget is enhanced by funds allocate through the Country Areas Program, which is focused on improving learning outcomes of students in isolated rural schools.

Building the Education Revolution
During 2009, all classrooms were refurbished with new paint and floor coverings. Some trip hazards in the playground were fixed and a new COLA over the playground is to be completed in early 2010.

Music Education
A teacher was employed for two hours per week to enhance staff skills in the teaching of Creative and Practical Arts. Students gained new skills and interest in the musical arts.

Professional Learning
Staff were given the opportunity to access a variety of professional learning experiences throughout the year. These included the Small Schools Reading Recovery Project, Kindergarten teachers training and participation in a wide range of CAP initiatives. These enhanced the learning experiences of the students.

Excursions and emergent travel
Students were able to gain new experiences and understandings by travelling to Lennox Head and to other schools in the district.

CAP funding and a Gwyidr CMA Community Grant helped to continue Interschool Activity Days which promoted the development of academic and social skills. These days included the Yetman PS Environmental Education Day, Cross Country Training at Bonshaw PS, Athletics Coaching at North Star PS, NAIDOC Day at Toomelah PS and a Junior First Aid Day at Croppa Creek PS.

Active after School Program
The students participated in a variety of sporting activities once a week after school. They also learnt the benefits of leading a healthy active lifestyle.

A grant was received to employ a martial arts specialist to conduct Active After Schools sessions. This was a great success with all students being motivated to develop their fitness, strength, flexibility and discipline.

Developing Community Partnerships
Students participated in a number of community events. These included: ANZAC Day, the opening of the Yetman Tennis Courts, Clean Up Australia Day, Royal Flying Doctor Plane Crazy Day, CWA International Day and a Bloke’s BBQ for Father’s Day.

Student achievement in 2009
Literacy – NAPLAN Year 3
Our school's results for year 3 students indicated that the students performed above the state and like school group average in reading, writing and spelling and grammar and punctuation.
Numeracy – NAPLAN Year 3

Our school’s results for year 3 students indicated that the students performed above the state, like school group and state average in numeracy.

Literacy – NAPLAN Year 5

Our school’s results for year 5 students indicated that the students performed above the state and like school average in reading.

Numeracy – NAPLAN Year 5

Our school’s results for year 5 students indicated that the students performed above the like school group average in numeracy.

Messages

Principal's message

Yetman Public School was established in 1867 and since then has provided this community with a learning centre that strives for quality and excellence. It continues to enable students of all grades to learn from each other in a caring environment.

The school buildings are well maintained and provide the students with a pleasant environment conducive to learning. The school grounds are well maintained with large sheltered and shaded areas allowing the students to play in a sun safe environment.

With the school motto “Play the Game” the students are encouraged and supported in their pursuit of academic excellence and personal achievement.

Yetman Primary School has a dedicated Parents and Citizen’s Association who provide invaluable assistance in raising funds to provide resources for the school. This year the major fundraising project was to raise money to support the employment of a class teacher.

The school is supported with funding from the Country Areas Program (CAP) which improves the educational opportunities, participation and learning outcomes for students in isolated rural schools.

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.

Tanya Bajda
Principal

P&C message

During 2009, the major fundraising project was to support the school in the potential employment of a second teacher. The P&C also purchased Jolly Phonics resources for the junior room and new turf for the front garden.

The major fundraiser of the year was the “Open Garden Day” held at the homes of Patricia and Ben White, Jean and Ian Dight and Katie and Colin Dight. This day was a great success due to the generosity of these families, but also the teamwork of the P&C and school community.

Other fundraisers included selling the Yetman canvas bags and the catering of the Presentation Night and Christmas Tree celebrations.

Thank you to Mrs Helga Taylor for organising the sponsors for the Mother’s Day and Father’s Day gifts and the Christmas raffles. Your efforts are greatly appreciated.

The P&C would like to farewell the families who are leaving the school, particularly those families who have been a part of the school community for many years. Thank you for your support of Yetman Public School.

On behalf of the P&C executive, I’d like to thank all members of the P&C and the school community for your support. Your contributions have helped to make a successful working team.

Mrs Erica Holcombe
P&C President

Student representative’s message

My years at Yetman have been an unforgettable experience, always fun filled and exciting, but all of this has to come to an end.

Firstly I would like to thank my teachers for guiding me through my seven years in this school.

Secondly I would like to thank Mr Hill and Mrs Smith for running the buses I have been on ever since preschool.

Thirdly I would like to thank my fellow students. I feel honoured that you thought I could lead this school and I hope I filled your expectations.

I would like to thank my parents for helping me through out the years and I would also like to thank my vice captain for assisting me through this year.

Last but not least I would like to thank Miss Bajda for helping me all this year. You have helped me with my video conferencing and with my role as a leader.

Oscar Radford
School Captain 2009
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
There was an increase in student numbers during 2009 as a result of new families moving into the district. Enrolments increased from 19 students to 29 students.

Management of non-attendance
Non attendance at Yetman PS is managed by informing parents of DET guidelines, notifying parents of unexplained absences and encouraging them to provide explanations of absences.

It addition, teachers have focussed on providing quality, motivational teaching and learning activities to encourage regular student attendance.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPY OF 3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>COPY OF 3/4/5/6</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>COPY OF 3/4/5/6</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>COPY OF 3/4/5/6</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes
During 2009 the school managed two classes, a K-2 class and a Year 3-6 class.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0.63</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.814</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.2</td>
</tr>
<tr>
<td></td>
<td>0.496</td>
</tr>
<tr>
<td>Total SASS</td>
<td>0.696</td>
</tr>
</tbody>
</table>

14% of the 2009 workforce at Yetman Public School identified as Indigenous.

Teacher qualifications

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

Financial summary

<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>

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

Date of financial summary: 30/11/2009

Income

- Balance brought forward: $81,350.01
- Global funds: $50,392.79
- Tied funds: $28,144.21
- School & community sources: $12,424.25
- Interest: $2,996.13
- Trust receipts: $6,026.17
- Canteen: $0.00

Total income: $99,984.55

Expenditure

- Teaching & learning
  - Key learning areas: $15,800.57
  - Excursions: $2,549.92
  - Extracurricular dissections: $4,861.11
- Library: $2,549.92
- Training & development: $2,038.00
- Tied funds: $38,520.65
- Casual relief teachers: $1,021.25
- Administration & office: $13,665.70
- School-operated canteen: $0.00
- Utilities: $8,360.30
- Maintenance: $8,087.92
- Trust accounts: $5,566.87
- Capital programs: $0.00

Total expenditure: $102,480.16

Balance carried forward: $78,854.40

A full copy of the school's 2009 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 2009

Achievements

Arts

The school prides itself on the opportunities it provides for its students to participate in the performing arts. This year some of the highlights include:

- Student performances in musical items and plays at the Education Week Celebrations, Interschool Activity Days and the annual presentation night
- The development of the senior class recorder group, with students learning to play soprano, alto and tenor recorders in four part harmony
- Achievement award in the Gwydir CMA Flag competition
• Participation in the Musica Viva concerts and the Queensland Arts Council Performances and
• Participation in the “Doodle for Google” art competition.

Sport

The school and its community place a strong emphasis on sporting activities. All students are encouraged to increase their level of physical fitness and to develop sporting skills. This year some of the highlights include:

• Continued the daily K-6 fitness program
• All students participated in the Premier’s Sporting Challenge
• K-6 participated in the Yetman PS Cross Country and Athletics Carnivals
• K-6 participated in the Macintyre Cross Country Carnival at Toomelah and the Macintyre Athletics Carnival at Yetman
• K-6 students participated in an intensive swimming program improving student’s water safety and swimming skills
• Deuchar Dight and Lane Robson were selected to represent the Moree zone at the Cross Country Carnival at Coolah.
• Ellen Brennan, Deuchar Dight, Chriseb Gordon, Harkie Holcombe, Shane Nowlan, Tim Potter, and Lane Robson represented the McIntyre district at the Heferen Shield carnival held in Moree.

Other

• Oscar Radford and Lane Robson, the 2009 school captain and vice captain lead video conferencing sessions with schools around NSW. Harkie Holcombe, Tim Potter and Max Taylor developed their video conference skills.
• The senior class received an award for a correct accusation in ‘Murder Under the Microscope’, an Environmental Education Internet Research Competition.
• Members of the senior class received awards for their entries in the Border Rivers Gwydir Catchment Management Authority Write a Reader competition. These included:
  
  **Finalist:** Lane Robson
  
  **Great Story Teller:** Harkie Holcombe and Oscar Radford
  
  **Participation:** Elisabeth Holcombe, Shane Nowlan and Max Taylor.

• Elisabeth Holcombe received awards in the Macintyre Young Writers Competition. Elisabeth received a major award and Harkie received a highly commended award.

• The senior class attended the Space and Technology Camp at Copeton Dam and a Sport and Recreation Camp at Lake Ainsworth

• All students researched Egypt for the Country Women’s Association International Day. Students in the senior class entered an information report and students in the junior class presented three dimensional pyramids.

• The ‘Gwydir Community Grant’ Environmental Education Interschool Activity Day was a great success. Approximately one hundred students from four schools attended.
• The front garden was developed, incorporating a frog pond, pathway and rose garden.

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 the 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 – NAPLAN Year 3
Our school’s results indicated the Year 3 students performed stronger in writing and spelling than in reading.

In the areas of reading and language, the data indicated student’s strengths were in locating and connecting information.

Further work is required in identifying sequence of events and identifying context and effect.

Numeracy – NAPLAN Year 3
In the area of numeracy, the data indicated student’s strengths were in adding tally marks, using repeated addition to multiply numbers and naming three dimensional objects.

Further work is required in sharing money, following routes and converting minutes to hours.

Literacy – NAPLAN Year 5
In the area of language and reading the data indicated students’ strengths were identifying the main idea, making inferences and comparing text and illustrations.

Further work is required in identifying sequence of events, identifying the meaning of subheadings and identifying character mood.

Numeracy – NAPLAN Year 5
The data indicated the students’ strengths were naming three dimensional objects, reading calendars and matching column graphs to tables.

Further work is required in calculating time, solving money problems and using fractions and decimals.

Progress in literacy
Year 5 students showed consistent growth in writing between Year 3 and Year 5.

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. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard in 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100</td>
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<tr>
<td>100</td>
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<tr>
<td>100</td>
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<tr>
<td>100</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**
Aboriginal perspectives are integrated across all key learning areas. This practice has encouraged discussion which has given students a broader understanding and respect for Aboriginal history and culture.

Acknowledgement of Country at all formal school functions focuses attention on the traditional custodians of the surrounding lands.

**Cuddie Cuddie Aboriginal Dreamtime Story Project** - Students watched Aboriginal Elders tell Dreamtime Stories on Video Conference, then retold the stories using a variety of digital media. Students shared their information on a wikispace.

**Multicultural education**
Multicultural content and perspectives are integrated across all key learning areas. Yetman PS students attended the Harmony Day celebrations at Bingara Central School and NAIDOC Day at Toomelah PS.

**WALIA – Wales + Australia**
Yetman students were invited to participate in the WALIA initiative. This wikispace project brought together students from Edwardsville Primary School in the Merthyr Valley, South Wales, UK and students from a number of small schools in rural New South Wales to share their school, community and home-life with each other. Using audio files, photographs, slideshows and movies the students learnt about students from another country and gained a deeper understanding of their life.

**MurrumSaT – Murrumburrah Science and Technology Camp**
Students from schools in Australia, United States of America and Wales conducted scientific studies of their local environment and posted their results, photos and information gained on the internet. They researched temperature, wind, flora, fauna, non living objects, soil quality and completed stream watch activities.

**CWA International Day**
In preparation for the Country Women's Association (CWA) International Day, all students studied Egypt. On the day, Mrs Jean Dight shared her photos and souvenirs from her visit to Egypt. The junior class presented their research in three dimensional pyramids. The senior class presented their book projects. Students from both classes entered the ‘Jam Drop Cooking Contest’ and enjoyed hummus, mince wraps and Egyptian orange cake for lunch.

**Respect and responsibility**
Yetman PS students trained students from other schools on effective Video Conferencing techniques. They shared their expertise and knowledge of Video Conferencing procedures.

Senior students played leadership roles in class, sporting activities and school assemblies.

Student achievements were celebrated in the newsletter and in the local media.

Student articles and work samples were chosen to be published in the newsletter.
Other programs

CAP – COUNTRY AREAS PROGRAM

Curriculum

Students accessed a wider range of teachers, curriculum materials, learning experiences and sources of knowledge through participation in the Lake Ainsworth Excursion and the Space and Technology Camp at Copeton Dam. In addition, the employment of a music specialist enhanced student learning experiences.

Student engagement

Student participation in Interschool Activity Days and CAP workshops such as ‘Podcasting for Radio’ provided opportunities for students to engage in collaborative learning with a wider range of peers. These days focussed on environmental education, physical education, music education and first aid.

Connected learning

Students described how they used technology, including video conferencing, to break down the barriers of isolation by linking with students from around Australia and the world through participation in the Speak My Language, Macquarie University Video Conference Project.

Parent and school community participation

Parents attended CAP initiatives such as Podcasting for Radio and the Space and Technology Camp. In addition, parents were invited to participate in parent numeracy and parent literacy projects during 2009.

Progress on 2009 targets

The targets set for 2009 have been achieved.

The Yetman PS targets for 2009 were:
- To improve students outcomes in Literacy
- To improve students outcomes in Numeracy
- To improve and promote Student Engagement
- To improve Teacher Quality

Target 1
- To improve students outcomes in Literacy

Our achievements include:
- Year 3 students achieving at or above minimum standard in the NAPLAN test.
- Year 3 students achieving above state and like school average in reading, writing, spelling and grammar and punctuation.
- Year 5 students achieving above state and like school group average improvement in writing from Year 3 to Year 5.
- Year 5 students achieving above state and like school group average in reading.
- The utilisation of outside agencies such as Dahlwood STLA Centre and Ronald McDonald House to support achievement of literacy outcomes.

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 2009 our school carried out evaluations of teaching and writing.

Educational and management practice

Teaching

Background

The school completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership or culture.

In 2009 our school evaluated learning as part of our cyclic evaluation. Teaching was chosen so that the school could identify areas we need to focus on to improve the learning in the school.

Copies of the Department of Education Learning Surveys were distributed to all students, parents and staff.

Findings and conclusions

There are four possible methods of response to the survey used, these being ‘Almost Always’, ‘Usually’, ‘Sometimes’ and ‘Rarely’. Their responses are presented below.
Students
Student responses were positive. The majority of students indicated ‘Almost Always’ or ‘Usually’ for:
- What I am asked to learn is important
- My teachers plan class activities that are interesting and help me learn
- My teachers tell me what I am learning and why
- My teachers know what I can do and what I need to learn
- My teachers keep records and samples of my work
- I understand how my learning will be assessed and
- School reports and parent interviews provide information about my learning.

Teachers
Staff responses were all positive. The majority of teachers indicated ‘Almost Always’ and ‘Usually’ for:
- My students are provided with a relevant curriculum
- My teaching programs respond to students’ interests, needs and abilities
- I clarify intended learning outcomes and the purpose of learning with students
- I have classroom management strategies in place to maximise student learning
- I maintain records of student progress
- The school’s reporting to parents clearly communicates information about student achievement and development and
- Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

Parents
Parent responses were positive. The majority of parents indicated ‘Almost Always’ for:
- What my children are asked to learn is important
- Teachers provide class activities that are interesting and appropriate to my child’s needs and abilities
- My child talks to his/her teacher about what they are learning and why
- The way my child’s teachers manage the class helps him/her to learn
- My child’s teachers know what my child can do and what they need to learn
- My child’s teacher keeps records of his/her progress

The majority of parents indicated ‘Almost Always’ or Usually for:
- Parents and students understand how students’ learning will be assessed and
- The school provides clear information about student achievement through the school’s reporting process.

Future directions
The 2010 school plan will reflect these findings. The school will continue to create programs that respond to students’ interests, needs abilities. It will also continue to clarify intended learning outcomes to students and parents.

Curriculum
Writing

Background
To maintain high levels of quality teaching and learning the school has evaluated the teaching of writing within the school. The evaluation assists in ensuring that the school’s teaching and learning programs meet the requirements of the syllabus and the individual students.

Copies of a school developed writing survey were distributed to all students, parents and staff.

Findings and conclusions
There are four possible methods of response to the survey used, these being ‘Strongly Agree’, ‘Agree’, ‘Disagree’ and ‘Strongly Disagree’. The responses are presented below.
Students
Student responses were positive. The majority of students indicated ‘Strongly Agree’ or ‘Agree’ for:

- My teacher tells me why I am doing writing tasks
- Writing is an important subject
- My writing has improved this year
- My spelling has improved this year
- My handwriting has improved this year
- My word processing (typing) has improved this year
- I enjoy writing
- I know about different text types
- My teacher helps me if I ask and
- K-2 class – I have enjoyed learning about and using Jolly Phonics this year.

Teachers
Teacher responses were positive. The majority of teachers indicated ‘Strongly Agree’ or ‘Agree’ for:

- I believe writing is an important subject
- I have adequate resources to teach writing
- My students have developed new skills in writing this year
- The spelling program supports the writing program
- My students’ spelling has improved this year
- The students enjoy participating in writing activities
- My students understand the different types of writing (eg reports, procedures, reviews)
- I believe that Jolly Phonics has assisted my students to improve their spelling and writing
- I am familiar with the writing syllabus
- I have sufficient training in the teaching of writing through training and development

Parents
Parent responses were positive. The majority of parents indicated ‘Strongly Agree’ or ‘Agree’ for:

- Writing is an important subject for my child
- I am provided with useful verbal and written reports about my child’s progress in writing
- My child has developed new skills in writing
- My child’s spelling has improved this year
- My children enjoy writing
- I understand the different types of writing my child does (eg reports, procedures, reviews)
- I believe that Jolly Phonics has assisted my child to improve their spelling and writing
- I understand how writing is taught at Yetman Public School and
- I would like to know more about the teaching and learning of writing through parent workshops.

Future directions
The 2010 school plan will reflect these findings. The school will continue to create programs that respond to students’ interests, needs and abilities. It will also continue to use Jolly Phonics in the junior room and will provide parents with opportunities to participate in writing workshops.

Professional learning
All staff had equitable access to professional learning as indicated in the school plan. Training and Development opportunities included the Small Schools Reading Recovery Project, Kindergarten teachers training, School Learning Support Coordinator training, participation in the regional ITEC Conference and participation in CAP initiatives.

School development 2009 – 2011

Targets for 2010
The Yetman PS targets for 2010 are:

- To improve students outcomes in Literacy
- To improve student outcomes in Numeracy
- To improve and promote Student Engagement
- To improve Teacher Quality

Numeracy Target
Increase the number of students demonstrating achievement of stage appropriate outcomes in Number by 5%.

Strategies to achieve this target include:

- Integrate the Quality Teaching framework in Numeracy programs
• Staff participation in professional learning and professional development activities in Numeracy
• Monitoring students’ achievements using regular in class assessments
• Staff using stage outcomes and structured small learning groups to teach number skills
• Inclusion of technology as a regular part of teaching and learning activities
• Ensure that a variety of appropriate resources are available and
• Develop parent workshops to assist students at home.

Our success will be measured by:
• Teacher programs reflecting Quality Teaching Framework
• Attendance at CAP or regional Numeracy workshops
• Staff production of quality teaching and learning programs, which address areas of need
• Technology being included all teaching and learning programs
• Learning objects, websites and a variety of software being used to support explicit and systematic teaching
• Engagement of students through the use of a variety of software
• Students use of technology to help achieve numeracy outcomes and
• Attendance by parents at CAP Numeracy Workshops.

School contact information
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Warialda St, Yetman, NSW, 2410
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Fax: 07) 46753102
Email: yetman-p.school@det.nsw.edu.au
Web: www.yetman-p.schools.nsw.edu.au
School Code: 3559
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:

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.
Tanya Bajda, Principal - 2009
Kerry Emerton, Relieving SAM – 2009
Erica Holcombe – P&C President – 2009
Oscar Radford – School Captain - 2009