2008 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 students are drawn from the township and surrounding areas. Some students travel significant distances by bus and come from a range of backgrounds.

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

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, a Rural Area Relief teacher (RAR), a 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.

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 including the CAP State Conference in Dubbo. These enhanced the learning experiences of the students.

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

CAP funding and a Gwydir Learning Community Music Grant helped to establish Interschool Activity Days which promoted the development of academic and social skills. These days included the Croppa Creek PS NAIDOC Day, Yetman PS Mini Olympics and the Warialda HS Sport Day at North Star 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.

Developing Community Partnerships
Students participated in a number of community events. These included: ANZAC Day, Royal Flying Doctor Plane Crazy Day, Australia’s Biggest Morning Tea, Bloke’s BBQ for Father’s Day and the CWA Christmas Cooking Day.

Student achievement in 2008

Literacy – NAPLAN Year 3
Our school’s results for year 3 students indicated that the students performed above the like school group average in reading, writing and spelling.

Numeracy – NAPLAN Year 3
Our school’s results for year 3 students indicated that the students performed above the 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 like school in reading, writing, grammar and punctuation and performed above state 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 and state 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.

During the year the school appointed a new principal. The continuity of the student's education has been achieved through the engagement of temporary and relief teachers.

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 their major purchase was new playground equipment for the school.

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

P&C message

The Yetman P&C would like to thank the Yetman School staff for their ongoing support and commitment to our children. Early in the year we farewelled the acting principal, Mrs Barbara Beattie and welcomed our new principal Ms Tanya Bajda and our new infants teacher Miss Kristin O'Toole.

2008 has been a very busy and successful year for the P&C. During the year our members have waitressed for a wedding, catered for a mimosa field day, donated cakes for the Yetman market day, sold raffles for the dance and Christmas tree.

Businesses in the district continue to sell our hessian bags for which we are very grateful. The funds from these projects has allowed us to provide new musical instruments, educational books, digital cameras for media studies and a larger television for viewing news programs.

A very generous donation of accommodation at Sydney was made from Elizabeth Leeson's parents. This was auctioned at the North Star Wheat Ball and raised a considerable amount for the P&C.

This year a large playground was purchased. After much deliberation and planning our playground design was chosen. A huge effort from Ian Radford, Colin Dight, Shane Taylor and Murray Parker saw the playground assembled in a matter of days. The playground has been well received by the students who have given it raving reviews.

The P&C once again helped to subsidise the excursion to Canberra and swimming lessons to Goondiwindi. A big thank you to the parents who went along to Canberra to look after the children.

Our major fundraiser was the masked dance which was a great success. The funds from the dance were the P&C’s contribution toward the community tennis courts. The students continue to have tennis lessons once a week and will benefit greatly from the new surface. Once again the response from the district was overwhelming and we thank you for your continuing support. The P&C worked extremely hard planning the dance and bringing it to fruition. The feedback we have had from people has been excellent.

With the year coming to a close, we would like to thank our "graduating year 6 parents"; Rebecca & John King, Simone & Shane Tully, Kelley & Dan Mc Cosker and Angela & Lionel Edwards. Also leaving us are our year 5 parents, Diana White and Jocelyn Sevil & Sam Dight. We thank you all for your valuable contributions to our P&C committee and the Yetman School. The P&C has done a terrific job to raise money for our school and we should be very proud of our achievements.

Angela Edwards

P&C President 2008
**Student representative's message**

I would like to thank the students of Yetman Public School for the opportunity to be their School Captain for 2008. I would also like to thank my parents for being such fantastic role models.

It has been a great privilege to be a pupil at Yetman Public School for my infants and primary years. I have developed both educationally and socially. The one thing that will stay with me is the amount of support and sense of family which is given to one another.

I have had some fantastic teachers throughout my long but fast journey. I feel very grateful to all the teachers who have helped me and moulded me. I would like to thank Miss Bajda our head teacher. I feel very privileged to have been taught by her.

Thank you also to the office and maintenance staff and bus drivers for making your contribution. Mr Hill, my bus driver has shown lots of patience and understanding over the years.

I have made some great friends along the way and I know there will be many reunions here in Yetman.

I would like to offer the next School Captain a word of advice, to uphold the school motto “Play the Game” and to make the most of your precious years at Yetman School.

**Aprile Lebroq- McCosker**

**School Captain 2008**

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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.

**Student enrolment profile**

There has been a slight decline in the number of enrolments in 2008. There are a number of siblings looking to enrol over the next couple of years which will stabilise student numbers.

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**Student Enrolment**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>15</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

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**Student attendance profile**

**Student Attendance**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.0</td>
<td>89.2</td>
<td>90.0</td>
<td>89.4</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.3</td>
<td>92.5</td>
<td>92.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>13</td>
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<tr>
<td>3/4/5/6</td>
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<td>1</td>
<td>13</td>
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<tr>
<td>K/1/2/</td>
<td>2</td>
<td>3</td>
<td>12</td>
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<tr>
<td>K/1/2/</td>
<td>K</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>K/1/2/</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

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>-</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>-</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>1.21</td>
</tr>
</tbody>
</table>

Staff retention
A new principal was appointed at the beginning of term two. A relieving classroom teacher was appointed from the beginning of term one.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A.

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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>
</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>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

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 Book Fair parade, CWA International Day, Interschool Activity Days and the annual presentation night.
- The establishment of a recorder group, with students learning to play soprano, alto and tenor recorders in four part harmony.
- Dougal White won the black and white sketching section of the Currabubula Small School Arts 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:

- Established a daily K-6 fitness program
- K-6 participated in the Yetman PS Cross Country and Athletics Carnivals
- K-6 students participated in an intensive swimming program improving student’s water safety and swimming skills
- Claudia Dight, Deuchar Dight, William Dight, Aprile LeBroq-McCosker, Ainsley Jackson, Lane Robson and Clay Wilshire were selected to represent the McIntyre district at the Moree Zone Cross Country Carnival at Gravesend.
- Aprile LeBroq-McCosker and Lane Robson were selected to represent the Moree zone at the Cross Country Carnival at Coolah.

Other

- Georgia King, Oscar Radford and Lane Robson were selected to represent the McIntyre district at the Moree Zone Athletics carnival. Georgia and Oscar competed in the shot put and Lane was selected to compete in the 800m.
- Georgia King, Aprile LeBroq McCosker, Oscar Radford and Angus Tully represented Yetman PS in the Fleming Cup Interschool tennis competition
- The senior class received an award for a correct accusation in ‘Murder Under the Microscope’, an Environmental Education Internet Research Competition.
- Georgia King and Aprile LeBroq-McCosker received highly commended awards for their entries in the Border Rivers Gwydir Catchment Management Authority Write a Reader competition.
- Three students received awards in the MacIntyre Young Writers Competition. Oscar Radford received a major award, Max Taylor and Angus Tully received highly commended awards.
- The senior class excursion to Canberra was a great success. The highlights of the trip were the visit to Questacon, Telstra Tower and the snow.
- All students researched Mexico for the Country Women’s Association International Day. The senior class received a book award for their project.
- The school received a ‘Gwydir Community Grant’ to support an Environmental Education Interschool Activity Day and the establishment of a Native Area incorporating a bush tucker garden and frog pond. These projects will be undertaken during early 2009.
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 reading and writing than in grammar and punctuation.

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

Further work is required in identifying pronouns, prepositions and correct conjunctions.

Numeracy – NAPLAN Year 3

In the area of numeracy, the data indicated student’s strengths were in identifying place value, using grids and coordinates, describing position, comparing angles and using diagrams to solve multiplication and division problems.

Further work is required in calculating time, identifying different perspectives of 3D shapes and subtracting two digit numbers.

Literacy – NAPLAN Year 5

In the area of language and writing the data indicated students’ strengths were identifying correct use of punctuation, prepositions and capital letters.

Further work is required in using paragraphs to organize writing and identifying correct conjunctions, commas and personal pronouns.

Numeracy – NAPLAN Year 5

The data indicated the students’ strengths were adding money, measuring centimetres and millimetres, identifying different perspectives, interpreting column graphs and measuring volume using informal units.

Further work is required in dividing four digit numbers by one digit, comparing angles, converting digital time to analogue time and identifying lines of symmetry.

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.

Multicultural education

Multicultural content and perspectives are integrated across all key learning areas.

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 Mexico. On the day, the junior class presented their research and performed ‘The Mexican Hat Dance’. The senior class presented their book project. Students from both classes entered the ‘Jam Drop Cooking Contest’ and enjoyed Mexican Burritos for lunch.
Respect and responsibility

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

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

Student articles and work samples are chosen to be published in the newsletter.

The school was successful in gaining a grant for a Values Education Forum. Students presented information about the Department of Education’s core values during the Education Week celebrations.

Other programs

Class size reduction program

This additional staffing allocation enabled the school to create smaller group sizes, providing the opportunity for teachers to focus on individual student needs. They supported students in the achievement of literacy and numeracy outcomes.

Progress on 2008 targets

The targets set for 2008 have been achieved.

Target 1

Continuing the focus on the development of literacy skills.

Strategies to achieve this target include:

- Assessment of students to identify individual needs and access specialist support for the students.
- Differentiate the curriculum to ensure appropriate development of teaching learning programs.
- Increase parental / community support in the classrooms during literacy lessons.

Our success will be measured by:

- Appropriate interventions for students experiencing difficulties.
- All teaching and learning programs specifically address individual learning needs of students and contain appropriate learning strategies.

Our achievements include:

- School and regional staffing resources were utilised to identify specific student needs and address them in a systematic way.
- School assessment data indicated that student reading and comprehension skills improved.
- All year 3 and year 5 students achieved at or above minimum standard for reading in the 2008 NAPLAN test.

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 2008 our school carried out evaluations of Learning and Science.

Educational and management practice

Learning

Background

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

In 2008 our school evaluated learning as part of our cyclic evaluation. Learning 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.

Parent, student, and teacher satisfaction

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.

Parents

Surveys were distributed to all parents, the lack of response made the sample too small for analysis.

Students

There was a range of responses to the student surveys. The majority of students indicated ‘Almost Always’ or ‘Usually’ for

- The school expects me to do my best
- I try to do my best and take pride in my learning and
- My classroom is an interesting place to learn.

Teachers

Staff responses were all positive. The majority of teachers indicated ‘Almost Always’ and ‘Usually’ for

- Learning opportunities are provided within a stimulating and secure environment
- The school community has high expectations of students
• There is a balance between independent and group work and
• Teaching skills are continually upgraded through professional training and development.

Future directions
The 2009 school plan will reflect these findings. The school will address the need to engage all students, find new ways to help students understand, provide enough ‘good equipment’ to help students learn, use work samples to help students see how they have improved and develop effective communication strategies between the school and home.

Curriculum
Science

Background
To maintain high levels of quality teaching learning the school has evaluated the teaching of science 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.

Findings and conclusions
Science activities were usually integrated within other Key Learning Areas (KLAs). Students addressed the features of natural and made environments, but had limited opportunities to design and make and investigate scientifically.

Future directions
The school will continue to support teaching staff in the implementation of science. It will revise the science and technology scope and sequence, provide for team teaching opportunities and use funding allocations to continue to ensure that equipment for practical experiments is appropriate.

Professional learning
All staff had equitable access to professional learning as indicated in the school plan. Training and Development opportunities included Beginning Teacher conferences and participation in CAP initiatives.

School development 2009 – 2011

Targets for 2009
The Yetman PS targets for 2009 are:
• To improve students outcomes in Literacy
• To improve student outcomes in Numeracy
• To improve and promote Student Engagement
• To improve Teacher Quality

Target 1
Improve student achievement in Literacy

Strategies to achieve this target include
• Integrate the Quality Teaching framework in literacy programs
• Monitor students’ achievements using regular in class assessments for all grades.
• Include technology as a regular part of teaching and learning activities.

Our success will be measured by:
• 75% of Year 3 and Year 5 students performing in the upper bands in the BST.
• Staff produced quality teaching and learning programs, which address areas of need.
• Technology is included in all teaching and learning programs.

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
Dianne Kitchin - SASS
Sarah Coleman - Teacher

School contact information
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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: