Our school at a glance

Yetman Public School is located in an isolated village in north western NSW, close to the Queensland border.

The school atmosphere is one that is comfortable and friendly, where staff are enthusiastic and fully committed to the education, safety and welfare of all students.

Students

Students are drawn from the township and surrounding areas, and can travel significant distances by bus each day. Families represent a range of socio-economic and cultural backgrounds.

Staff

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

Other staff are employed through the following initiatives. Release from face to face, library, STLA, Country Areas Program (CAP) funding and National Partnership funding.

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

National Partnership funding

Yetman Public School budget in enhanced by funds allocated through the National Partnership funding to increase literacy and numeracy outcome achievement.

Country Areas Program (CAP)

The Country Areas Program provides funding to improve learning outcomes of students in rural schools.

Building the Education Revolution

During 2010, the cola cover over the playground equipment was completed. Some trip hazards under the original cola were fixed and the library and primary classroom were painted.

BER Project cola over play equipment

Music Education

A teacher was employed for two hours per week to enhance staff skills in the teaching of Music. 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 Accelerated Literacy, Count me in too, Motivating Maths, The Thinking Brain, Best Start, Interactive White Board Training, Boys Education and a wide range of CAP initiatives. Participation in these allowed staff to enhance the learning experiences of the students.

Active After School Communities Program

The student participated in a variety of sporting activities once a week after school. This along with PDHPE lessons allowed the students to understand the benefits of leading a healthy lifestyle.

A grant was received to employ a personal trainer who worked on increasing the students gross motor and fundamental skills and increase their overall levels of fitness.

Student achievement in 2010

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, 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 and like school group average in numeracy.

**Messages**

**Principal’s message**

Our small school is located in an isolated village in north-western NSW, close to the Queensland border. It is a unique educational facility. It has a family atmosphere, enabling students of all grades to learn from each other in a caring environment. The staff at the school are enthusiastic and are fully committed to the education, welfare and safety of all students. Students travel significant distances by bus and come from a range of backgrounds. The students are drawn from the village and surrounding areas. The school has a student population of 28. The budget is significantly enhanced by funds allocated through the Country Areas Program, which focuses on improving learning outcomes of students in isolated rural schools and National Partnerships for Low SES communities.

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.

**Charna Wood**

**Principal**

**P & C and/or School Council message**

During 2010, the major fundraising project was to support the school to purchase new resources and subsidise the K-6 week long school excursion to The Great Aussie Bush Camp at Tea Gardens.

The P&C purchased the computer programs Reading Eggs for the infants class and Mathletics for the Senior Class. Reading box green was purchased for the school and the money saved by parents helping to transport the students to various venues was used to assist in the purchase of Science in a Box for the infant class. The P&C also contributed to the travel for the swimming school scheme greatly reducing the cost to families.

Thank you once again to Mrs Helga Taylor for organising the sponsors for the Mother’s Day and Father’s Day gifts and the Christmas Raffle. Your efforts are greatly appreciated and will be missed next year.

The P&C would like to farewell the families who are leaving the school and wish the students all the very best with their continuing education. Thank you for being part of the school community and for the support you have given us.

On behalf of the P&C executive, I would like to thank all members of the P&C and the wider school community for your support. A special thank you to all those behind the scene families who due to other commitments may not be able to actively contribute, but are always the first to put their hand up to assist in any way they can. Your contributions have helped make the P&C such a success.

**Mrs Erica Holcombe**

**P&C President**

Bill and Elijah enjoying their first days of school.
Student representative’s message

I had only been in Yetman a few months when I was voted in as the 2010 school captain. I was quite shocked to say the least but thank you to those who felt I would make a good school captain.

It has been an invaluable opportunity and learning experience for me and it really has been an honour representing Yetman Public School. It’s a great little school and we are so fortunate to have such wonderful teachers and a special thank you to Mrs Wood for being EVER so patient with me whilst helping me with my maths.

It’s wonderful here as the whole school gets in and plays together and I have made some very special friends too.

We are so lucky to have such a strong community and P&C behind our school. Thank you to all for your tireless efforts.

Harkie thank you for your support and encouragement and I wish you well for your years ahead at Kings.

Most of all, I would like to thank my Mum and Dad for their endless guidance and always believing in me.

I have had a great year.

I hope I have lived up to your expectations.

Thank you

Sarah Hamilton School Captain 2010

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

Over the past few years, enrolment has fluctuated as families (especially seasonal workers) have moved in and out of the community. Enrolments increased in 2010 from 19 to 32. Enrolments have remained above 26 and projected numbers indicate that this will remain stable over the next few years lifting the classification from pp6 to pp5.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>14</td>
<td>15</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
</tbody>
</table>

Student attendance profile

Student’s attendance rates have remained steady and are above state average when data of students with significant health issues requiring hospitalisation have been removed.

Management of non-attendance

Non attendance at Yetman Public School is managed by informing parents of DET guidelines, notifying parents of unexplained absences and encouraging them to provide explanations of absences. In addition, teachers have focused 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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1/2</td>
<td>K</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

**Structure of classes**

During 2010 the school managed two classes, a K-2 class and a Year 3-6 class. The use of National Partnership funding allowed the employment of an extra teacher to work with students in smaller groups for part of the day focusing on individual needs.

**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>1.0</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>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Release from face to face</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
</tbody>
</table>

**Teacher qualifications**

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

**Qualifications**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>78 854.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>53 750.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 973.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16 408.43</td>
</tr>
<tr>
<td>Interest</td>
<td>3 941.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 462.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>200 391.18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>14 528.47</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14 528.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>5 208.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 855.53</td>
</tr>
<tr>
<td>Library</td>
<td>3 049.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 900.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35 010.15</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 286.97</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 596.34</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 375.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11 421.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 262.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total expenditure** | **106 493.74**

**Balance carried forward** | **93 897.44**
A full copy of the school’s 2010 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 2010

Students at Yetman Public School take great pride in participating in local Sports Carnivals, Art and Craft opportunities and Technology programs both at school and at a district level.

Students are encouraged to participate in a wide range of activities both individually and as part of a school group or team.

Achievements

Arts

The school provides opportunities for its students to participate in writing, art, music, dance and drama.

In writing:

- In September students from K-6 entered narratives in the Macintyre Young Writers’ Awards. Charles Dight and Alina Lafsky won a Major Award while Lily Hamilton and Alex Holcombe received highly commended awards.

![Alex Holcombe and Charles Dight with their awards from the McIntyre Young Writer’s Awards.](image)

In art:

- All students from K-6 entered the Yetman Pumpkin Day Art Show and the Infant class entering the colouring competition for the Country Woman’s Association International Day and Anzac Day.
- Harkie Holcombe was awarded first prize for his drawing of a pumpkin with Tim Potter and Liam Wood receiving highly commended awards.

In music:

- Students learned songs in preparation for a variety of performances. Including the National Music Count Us In program.
- The school’s music program was supported by the Country Areas Program. A music teacher who was trained in the Musica Viva program was employed for two hours per week. The feature of the music program was the involvement of all students in the improvisation of instrumental music.
- All students from K-6 performed together on Open Day and Presentation Night and Grandparents day.

In dance:

- The Infant class performed the Scottish Reel for members of the CWA for their International Day.

In drama:

- All students were involved in many performances throughout the year, these included Grandparents Day, Education week open day and our end of year presentation and concert night.
- Elisabeth Holcombe, Liam Wood and Harkie Holcombe participated in a training day for debating at Ross Hill in Inverell.
- All senior students prepared and delivered speeches about the culture of the Scottish people at the CWA international Day. Elisabeth Holcombe, Harkie Holcombe and Sarah Hamilton also competed in the Multicultural Perspectives Public Speaking Competition in Armidale.

Sport

Sport plays an important role at school and in the community with many students travelling to nearby towns to play in teams on the weekend.
All students are encouraged to increase their fitness levels and develop skills. This year some of the highlights include:

- Daily fitness program
- Active After School Communities Program
- All students participated in the Premier’s Sporting Challenge
- K-6 participated in the Yetman fun run and athletics carnival
- 3-6 participated in the McIntyre group swimming carnival where Yetman was runner up. Liam Wood was runner up junior boy champion.
- K-6 participated in the McIntyre group cross country carnival at Yetman and the athletics carnival at North Star. Yetman was runner up in both these events. Liam Wood was junior boy champion and Chloe Read was minor girl champion for the athletics carnival.
- Deuchar Dight, Liam Wood and Ellen Brennan were selected to represent the Moree Zone at the Cross Country Carnival at Coolah.
- Deuchar Dight was then chosen to represent the North West at the State Cross Country Carnival in Sydney where he was placed in the top 50.
- Ellen Brennan, Deuchar Dight, Charles Dight Elisabeth Holcombe, Harkie Holcombe, Sam Cleversley, Sarah Hamilton, Ted Hamilton and Liam Wood represented the Macintyre district at the Heferen Shield Carnival in Moree. Liam Wood was awarded the junior boy champion at this carnival.
- Ted Hamilton (junior boys relay), Sarah Hamilton (p5 Relay), Deuchar Dight (p5 relay, 100m, 800m, junior boys relay), Charles Dight (junior boy relay) and Liam Wood (p5 relay, junior boys relay, 100m, 200m, long jump, high jump) were selected to represent Moree at the regional carnival in Tamworth.
- Liam Wood was chosen to represent the North West district at the State Athletics Carnival at Homebush for the 200m and high jump where he was placed 26th and in the top 12 respectively.
- This year we participated in the Small School Soccer completion. We had players from K-6. We very much enjoyed this opportunity and look forward to doing something similar next year.

Beach to bush water safety lesson

Other

- The senior class attended the Technology Camp at Copeton Dam.
- K-6 had a wonderful week at the Great Aussie Bush Camp at Tea Gardens.
- All students researched Scotland for the Country Women’s Association International Day. Students in the senior class entered a book with information about Scottish Culture while the infant class prepared Celtic designs and performed a dance.

International Competitions

- In 2010 6 students from Years 3-6 participated in the International Competitions and Assessments for Schools (ICAS) tests.

They undertook the Science, Computer Skills, Writing, Mathematics, English and Spelling Competitions. Altogether they were awarded two distinctions one and two credits.

- Distinctions were awarded to: Liam Wood – Computing and Mathematics.
- Credits were awarded to: Ted Hamilton – Mathematics
Liam Wood – English

**Premiers Reading Challenge**
- In 2010 the infants class participated in the premiers reading challenge. All these students received participation certificates.

**Premiers Sporting Challenge**
- In 2010 all students from K-6 participated in the premier sporting challenge. All students did an excellent job with some reaching diamond level. The funding that we received for participating in this program has been used to purchase sporting equipment for the school.

**Special Celebrations**
- On Anzac Day Yetman students took part in the local Yetman march and memorial service. Students lay wreaths in memory of our service men and women and years 3-6 completed projects about family members in the war which were displayed on the day.
- Grandparents Day was celebrated this year as part of senior citizens week. This was a very popular day with grandparents attending from as far away as Canberra.
- Open Day was held during Education week where many parents, family and members of the community enjoyed a performance from the students and were able to see what the students were doing at school.
- Our students and staff held a Remembrance Day Ceremony at the school.

**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 these 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**
In 2010:
- Reading – the average mark for our school was 444.3 compared to the state average of 414.3
- Spelling – the average mark for our school was 430.1 compared to the state average of 408.3
- Writing – the average mark for our school was 474.4 compared to the state average of 422.6
- Grammar and punctuation – the average mark for our school was 518.5 compared to the state average of 416.

**Numeracy – NAPLAN Year 3**
In 2010:
- Numeracy- the average mark for our school was 478.9 compared to the state average of 396.1

**Literacy – NAPLAN Year 5**
There were no year 5 students enrolled at Yetman Public School when the 2010 Naplan test was conducted.

**Numeracy – NAPLAN Year 5**
There were no year 5 students enrolled at Yetman Public School when the 2010 Naplan test was conducted.

**Progress in literacy**
The small size of the group prevents the making of generalized statements about the cohorts’ performance.
**Progress in numeracy**

The small size of the group prevents the making of generalized statements about the cohorts’ performance.

**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.

*Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010*

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

*Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010*

There were no year 5 students enrolled at Yetman Public School in 2010 when the Naplan testing was conducted.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are integrated across all key learning areas. Students studied dream time stories and legends as part of their library lessons and enjoyed gaining a better understanding and respect for Aboriginal history and culture.

All students participated in NADIOC week celebrations at Toomelah where they listened to stories, made Johnny cake and completed various art activities.

**Multicultural education**

The students at Yetman Public School have been exposed to the culture and elements of day to day living in foreign countries through the teaching of H.S.I.E. This has enabled them to learn about cultural diversity and cultural knowledge preparing them to become part of Australia’s culturally diverse community.

Each year the school joins with our local County Women’s Association (CWA) to learn about a new country and its culture. In 2010 the country of study was Scotland. Students enjoyed learning about all aspects of Scotland’s culture the favourite being listening to the bag pipes and sampling different foods.

Students reported their finding to the local CWA group by preparing a book about Scotland and presenting a speech on their individual research topic.

This year some of our older students also entered the Multicultural Perspectives Public Speaking Competition held in Armidale. This encouraged students to think about what multiculturalism in Australia means to them.

Deuchar and Ted preparing our billy cart for the Boys Education CAP initiative Billy Cart Day

**Respect and responsibility**

Students at Yetman Public School are taught respect and responsibility using the Department’s Core Values, leadership programs and through modelling by staff.

In 2010

- Students raised funds for Leukaemia through Crazy Hair Day, Research into childhood illness through Jeans for Genes Day and Canteen Bandana Day;
- All students K-6 voted for the student leadership positions for 2011 through a ballot;
• Primary students led many events and were the spokesmen for the school when visiting other local schools to participate in cultural and sporting events; and
• Primary students were expected to buddy infant students to mentor in the playground and classroom especially during the transition to Kindergarten program

National partnership programs
National Partnership funding forms a major part of the schools budget. In 2010 we were able to employ a third teacher, enabling us to form small learning groups for part of each day. These focused on individual needs of students as indicated in their Personal Learning Plans for Literacy and Numeracy. Funds were also used to purchase resources and allow teachers to attend a number of professional training days.

Connected learning
In 2010 we received an Interactive Whiteboard for the senior classroom. We then purchased a new projector for the old Interactive Whiteboard and that was placed in the infants class. Programs were purchased and video conferencing was used for students and staff assisting to decrease the effects of isolation in rural areas.

Other programs
Country Areas Program (CAP)
Technology is used in every day teaching and learning at Yetman Public School. CAP funding is used to ensure that both staff and students are able to access training and development for the new advancements in technology, such as the Technology Camp at Copeton Dam. CAP funding is also used to purchase resources, which has allowed every student in the primary class to have their own laptop in the classroom, greatly reduces the costs of excursions and allows students to travel to larger schools to participate in travelling performances.

Progress on 2010 targets
Target 1
To improve student outcomes in Literacy
Our achievements include:
• Our year 3 students all achieved at or above the minimum standard for literacy in the Naplan test.
• Year 3 students achieving above state and like school average in reading, writing, spelling and grammar and punctuation
• The utilisation of outside agencies such as Ronald McDonald House to support achievement of literacy outcomes.

Target 2
To improve student outcomes in Numeracy
Our achievements include:
• Our year 3 students all achieved at or above the minimum standard for Numeracy in the Naplan test.
• Year 3 students achieving above state and like school average in numeracy
• The utilisation of outside agencies such as Ronald McDonald House to support achievement of numeracy outcomes.

Target 3
To improve and promote Student Engagement
Our achievements include:
• Purchase of resources to create interesting and relevant lessons
• Interactive Whiteboards installed in all classrooms
• Formation of smaller learning groups to focus on individual students needs

Target 4
To improve Teacher Quality
Our achievements include:

- Professional Training opportunities in literacy and Numeracy
- Introduction of Accelerated Literacy as a whole school program
- Employment of teachers with specialised skills where required
- Visiting specialist to work with staff on programs

Parents almost always or usually agreed that:

- teachers provide class activities that are interesting and appropriate to my child’s needs and abilities; and
- the school provides clear information about student achievement through the school’s reporting process.

Parents almost always or usually agreed that:

- the way my child’s teachers manage the class helps him/her to learn; and
- my child’s teachers know what my child can do and what he/she needs to learn.

The Quality of Life survey was completed by Years 2-6 students. Selected questions from this survey were used to find out the students’ opinion about teaching.

**Findings and conclusions**

All students agreed or mostly agreed that:

- the things they learn are important and will be useful to them;
- the work they do is interesting;
- their teacher is fair to them;
- their teacher takes an interest in helping them with their work;
- their teacher listens to what they say; and
- their teacher helps them to achieve their best.
- they knew they could keep up with the work;
- the work was a good preparation for their futures.

**Future directions**

The school will continue to offer formal interviews twice a year in 2011. All families are encouraged to come and see staff at any time during the year if they are concerned about their children.

Teachers will continue to show parents the records they keep of their child’s progress and contact them if they become concerned about a students performance.
Curriculum
Numeracy

Background
To maintain high levels of quality teaching and learning the school has evaluated the teaching of numeracy 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 numeracy survey were distributed to all students, parents and staff.

Findings and conclusions
Findings generated by surveys on student attitudes and learning experiences in Numeracy to inform school planning were:

- The majority of students have positive attitudes towards Numeracy and enjoy using computer programs such as Rainforest Maths and Mathletics to support their learning.
- The majority of students believe that they apply Maths skills to other KLA’s and in real life situations.
- 30% of students believe that they need to improve their skills with fractions, decimal and percentages, while 80% of the students would like to increase their recall speed with multiplication facts.
- 90% of students enjoy coming to school every day and believe that their teachers are interested in them. The majority believe that the work they are doing now is important and relevant to their futures.
- The majority of staff are experienced teachers and they feel confident that they are able to adjust numeracy programs to suit the needs of individual students. They are all interested in implementing the numeracy programs into the school in 2011 and are always working collaboratively to think of new and effective strategies to enhance the quality teaching and of numeracy.
- 1 respondent was dissatisfied with the Numeracy program and believes that students should receive 1:1 tuition if they are experiencing difficulties in any area.

Future directions
- We will continue to use the new mathematics scheme including the computer program Mathletics in 2011.
- Students who need additional help in mathematics will continue to receive learning support through the National Partnership Program in 2011.
- The school will purchase more problem solving and numeracy based software to use with the interactive whiteboard.
- Years 3-6 students will enter the ICAS Mathematics Competition in 2010.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The school is well resourced and a wide variety of these resources are used to assist students with their learning;
- Staff have high expectation for the students and they usually perform to the best of their ability;
- Individuals who are successful in any area are praised and rewarded;
- Students are treated fairly and enjoy going to school each day;
**Professional learning**

15% of the various funding dissections in 2010 supported staff professional learning. Emphasis was placed on explicit teaching of literacy skills in 2010. Staff has decided that the Accelerated Literacy program is the best way to achieve this. One staff member was trained in 2010 and two more will be trained in 2011. This along with our small learning groups focusing on individual areas of need will ensure outcomes are achieved in literacy.

Staff attended a CAP course Motivating Maths, Best Start and Count me in Too to enhance staff capacity for developing strategies to ensure positive outcomes in Numeracy.

The majority of staff are experienced teachers and they feel confident that they are able to adjust literacy and numeracy programs to suit the needs of individual students. The staff are interested in implementing Accelerated Literacy into the school in 2011 and are always working collaboratively to think of new and effective strategies to enhance the quality teaching and learning in all KLA’s.

Our success will be measured by:

- Teacher programs reflecting Quality Teacher Framework
- Attendance at CAP or regional professional development days
- Technology used on a daily basis
- School based assessment and teacher observation along with external assessment and competitions will indicate if students are increasing their literacy skills and if the majority of students have met the stage appropriate outcomes.
- Students able to access technology programs at home
- Attendance by parents at workshops or video conferencing workshops

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**
Increase the number of students demonstrating achievement of stage appropriate outcomes in writing by 5%

Strategies to achieve this target include:

- Formation of small learning groups to focus on individual needs of students as indicated in their Personal Learning Plans for writing
- Teacher professional learning in explicit teaching of literacy – Accelerated Literacy
- Quality Teaching framework integrated in Literacy programs
- Inclusion of technology as a regular part of teaching and learning activities – Reading eggs, spellodrome
- Ensuring that appropriate resources are available and incorporated into lessons
- Parent workshops to assist students at home

Cateisha and Chloe on clean up Australia day

**Target 2**
Increase the number of students demonstrating achievement of stage appropriate outcomes in number by 5%

Strategies to achieve this target include:

- Formation of small learning groups to focus on individual needs of students as indicated in their Personal Learning Plans for number
Teacher professional learning in explicit teaching of number – Count me in too, Best Start

Quality Teaching framework integrated in Numeracy programs

Inclusion of technology as a regular part of teaching and learning activities - Mathletics

Ensuring that appropriate resources are available and incorporated into lessons

Parent workshops to assist students at home

Our success will be measured by:

- Teacher programs reflecting Quality Teacher Framework
- Attendance at CAP or regional professional development days
- Technology used on a daily basis
- School based assessment and teacher observation along with external assessment and competitions will indicate if students are increasing their number skills and if the majority of students have met the stage appropriate outcomes.
- Students able to access technology programs at home
- Attendance by parents at workshops or video conferencing workshops

**Target 3**
Increase the number of staff trained in the use of interactive whiteboards, video conferencing & connected learning strategies from 0% to 60%.

Strategies to achieve this target include:

- Participation in Interactive Whiteboard training days
- Staff competent in use of whiteboards to train other staff in the school
- Participation of staff and students at CAP workshop days

Our success will be measured by:

- 60% of staff competently able to use interactive whiteboards, video conferencing and connected learning strategies

**Target 4**
Increase the number of staff trained in correct roll marking procedures and attendance records from 20% to 80%.

Strategies to achieve this target include:

- Participation in professional development workshops on correct procedures for attendance management
- Staff who have attended training days to train other staff
- Rolls to be checked weekly

Our success will be measured by:

- 80% of staff competently able to maintain attendance records correctly

**Target 5**
To increase the number or students with (agreed and documented) Personal Learning Plans to 100% by December 2011

Strategies to achieve this target include:

- Approach a school who have PLPs for students to obtain examples
- Meet with staff to discuss how we will develop our PLPs
- Meet with students and parents to discuss the main goals of each individual students PLP

Our success will be measured by:

- 100% of student having agreed and documented Personal Learning Plans by December 2011
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.

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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: http://www.schools.nsw.edu.au/asr