

Yeoval Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Yeoval Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Yeoval Central School, we inspire all to be responsible, respectful learners. Working together to achieve and grow.

- Together we INSPIRE
- Together we LEARN
- Together we ACHIEVE

School context

Yeoval Central School is a comprehensive school with 111 enrolments from K–12, 20% identify as Aboriginal. Our values of respect, responsibility and cooperation permeate throughout our school. Yeoval Central School's vision is to inspire all to be responsible, respectful learners, working together to achieve and grow.

Our students bring with them a respect and understanding of their diverse backgrounds. They demonstrate high expectations of themselves and their peers both academically and socially. Tolerance, resilience and an appreciation of their opportunities underpins student behaviour and achievements.

We have a diverse, committed and stable staffing mix who are dedicated to all students. They give their personal best to ensure all students learn and are committed to their own learning.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, Trundle and Tullamore Central Schools as part of the Western Access Program. School-based apprenticeships and traineeships have had proven success with students completing Year 12. Languages such as Wiradjuri and Stage 5 electives are extensive for a small school, providing our rural students with a diverse curriculum. Our expectations of learning and behaviour are high, ensuring all students achieve. Students will each have an individualised learning map developed collaboratively with their families and support staff. These include the year advisor, transition advisor, youth worker, learning and support teacher and school counsellor. Teachers are supported by instructional leaders in technology, literacy, numeracy and evidenced-based practices.

Being a K–12 school, students experience a nurturing yet future-focused learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our transition advisor who works individually with students from pre2post school. Transition points occur at preschool into Kindergarten, Year 6 into Year 7, Year 10 into Year 11 and Year 12 to post-school. We provide social and emotional support through our Wellbeing Model encompassing resilience training and positive behaviour for learning (PBL).

Our varied extra-curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service performing arts, hospitality, public speaking and leadership.

We have strong community partnerships creating dynamic opportunities for engaging with our preschool, aged care facility, local farmers and business owners. Our school is a satellite host for a martial arts centre and a dance school providing opportunities for students and community members to engage in sport.

Our excellent facilities include an upgraded administration area, large primary classrooms, trade training centre for metal and engineering, commercial kitchen bay, gym, agricultural farm and large playgrounds with fixed play equipment. Our learning centre encompasses a flexible learning space adapted to meet the needs of creative and critical thinkers. We have a robust wireless network and students support the BYOD (bring your own device) program, using collaborative learning tools to complement their learning.

We are proud of all learning occurring within and outside of the classroom for all staff and students at Yeoval Central School, working together to inspire, learn and achieve.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning for the future

Purpose

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.

Improvement Measures

All teachers are using evidence-based teaching strategies and analyse their students' assessment data to inform and improve practice.

Every student has a working Learning Map linked to their goals that have been developed collaboratively with key staff and their families.

Every student achieves at least a year's worth of growth for a year's worth of learning.

Progress towards achieving improvement measures

Process 1: Staff use evidence-based strategies to increase the literacy and numeracy skills base in students that enable enrichment and improvement.

Evaluation	Funds Expended (Resources)
Instructional Leader attended 7 Steps professional learning. As a result of this professional learning literacy staff K-8 participated in training to implement this in their lessons. 100% of staff trained implemented this. Collaborative moderation of tasks has not yet occurred and will take place in 2020 through the primary and secondary Curriculum, Pedagogy and Assessment groups.	PL time (to meet) Literacy/Numeracy consultant if available.

Process 2: Ensure that all learning experiences are flexible, conducive to collaborative learning and inviting.

Evaluation	Funds Expended (Resources)
After professional learning from the Instructional Leaders during the year on differentiation, teachers were given the opportunity to explore differentiation in their classrooms K-12. In 2019 students in Stage 4 and 5 were given the opportunity to participate in project based learning, collaborative groups during Creative Curriculum. Future Yeoval Innovators (project based learning) has provided Stage 4 with flexible learning spaces to encourage collaboration and make learning spaces inviting. Projects in Future Yeoval Innovators are undertaken with student choice and voice. Stage 3 are given the opportunity to undertake a number of cross curricular projects throughout the year.	

Process 3: Students engage in ongoing self-reflection with their parents and teachers to build learning goals tailored to meet their individual needs.

Evaluation	Funds Expended (Resources)
After consultation with teachers and parents student profiles are being constructed. Ongoing consultation is occurring with all key stakeholders. The formatting of the profiles is being researched due to delays with Sentral helpdesk.	Professional Learning with staff during staff meetings to show the finalised learning maps

Strategic Direction 2

Inspirational leaders

Purpose

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.

Improvement Measures

All teachers are maintaining their accreditation. Their PDPs reflect the standards and areas for development and continual improvement.

Professional learning is contemporary and relevant and has a measurable impact on changed practice.

Increase the number of staff and students involved in leadership opportunities.

Progress towards achieving improvement measures

Process 1: 1. Build the wellbeing capacity of students that allows all students to connect, thrive and succeed.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Implemented 'Bounce Back' to support primary students• Collaborative staff meetings to build capacity in positive based learning implementation• Staff surveys to drive professional learning need in supporting wellbeing• Timetabled wellbeing periods to support student wellbeing• Attendance rates, which are higher than the state average, demonstrate connectedness.• Youth worker• Wellbeing coordinator role to lead wellbeing in school.	

Process 2: 2. Build the professional capacity of all staff to achieve the strategic directions.

Evaluation	Funds Expended (Resources)
<p>Performance and Development Plan timeline published and followed. This is well structured and implemented. Final Performance and Development Plan reflection imbedded in term 4 review.</p> <p>Professional Learning time given to all teachers to support changed practice in the classroom.</p>	

Strategic Direction 3

Innovative connections

Purpose

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

Improvement Measures

All students have a post-school transition plan.

Positive feedback from community about our practices and improved parent/caregiver involvement.

Progress towards achieving improvement measures

Process 1: 1. Track students post-school in order to build ongoing connections with industry, business and the tertiary sector and to gather evidence about our current programs.

Evaluation	Funds Expended (Resources)
Remote education initiatives program investigations to continue into 2020 if feasible.	
Unable to continue with this in 2019.	

Process 2: 2. Institute regular meaningful community consultation and engage in diverse snapshots of school life.

Evaluation	Funds Expended (Resources)
Evaluation of and analysis of collected data for initial student led learning tours to take place in early 2020. Evaluation to include will the learning tours also include secondary? How many parents/community members attended?	

Process 3: 3. Create real-world connections for students and teachers that are new, challenging and sustainable.

Evaluation	Funds Expended (Resources)
Yeoval Central School Job Fair planning in progress for Term 2 Week 9 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31,197	<p>Yeoval Central School received Aboriginal background loading in 2019. We:</p> <ul style="list-style-type: none"> • continued the strong bond with local Indigenous elders • assisted the North/West Wiradjuri Language and Culture Nest with the creation of NESA aligned LOTE programs • continued Wiradjuri Language in LOTE with an Aboriginal languages tutor who worked with students and teachers in weekly lessons • ensured the Acknowledgement of Country was spoken in local dialect at weekly assemblies and formal occasions • were committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students by ensuring they participated in the corrective reading program • were committed to increasing knowledge and understanding of histories, cultures and experiences • participated in the Wudhagaragarra Awards with numerous Aboriginal students receiving various awards • coordinated a whole school celebration of Aboriginal and Torres Strait Islander history, culture and achievements
Low level adjustment for disability	\$64,858	<p>This funding supported the employment of a 0.4 Learning and Support Teacher. This position enabled support to be provided to teaching staff of students with special needs, as well as complete funding support documentation, assess individual students, liaise with external agencies, and coordinate the Learning Support Team to support students on caseload.</p> <p>Additional SLSO employment to support the remedial Corrective Reading Program for primary students and SPELD Program for secondary students.</p> <p>Resources were also purchased to support students with disabilities to facilitate their access to the curriculum.</p>
Quality Teaching, Successful Students (QTSS)	\$10,245	<p>Release Assistant Principal to support Primary Staff in quality teaching.</p>
Socio-economic background	\$139,186	<p>This funding was used to support our students by:</p> <ul style="list-style-type: none"> • Assist student travel to excursions • Casual relief to support teachers in the implementation of their professional learning • ensuring students commence school with school hats, shirts, school bags and writing instruments • 0.4 Transition Advisor: to support student transition from pre2post school. An inaugural Super Skills Day was organised with many presenters from different areas of expertise presented on the day. • SWIVL was introduced to Yeoval Central School in 2018 after extensive preparation

<p>Socio-economic background</p>	<p>\$139,186</p>	<p>and research with Denison College and CSU Bathurst. Staff film their own teaching, examine the footage against the teaching standards and reflect on their practice. It is also used to assist Executive in PDP observations. This practice has continued in 2019.</p>
<p>Western Access Program</p>	<p>\$81,860.16</p>	<p>As a core partner of the Western Access Program, our school is involved in innovative and collaborative learning experiences, which support Year 11 and Year 12 students to study for the Higher School Certificate. The Western Access Program, supported by Rural and Distance Education, ensures all students are provided with quality curriculum and that our staff are supported in developing their skills and practices. The funding received has subsidised the following events to enable students to participate in:</p> <ul style="list-style-type: none"> • The annual camp held at Lake Burrendong Sport and Recreation Centre for all Years 11 and 12 students to support social and cognitive skills, develop positive relationships and engage in face-to-face lessons with their Course Coordinators. • Assessment and practical days for all courses has enabled students to develop and demonstrate their understanding of the course during face-to-face lessons. • Completing VETiS mandatory Work Placement in Dubbo and in local settings. Opportunities to undertake Work Placement were held in Week 6 of Terms 1, 2, 3 and 4. The Dubbo excursions allowed for a greater range of employer opportunities and students are able to complete 35 hours of industry experience. <p>Year 10 Transition and VETiS Induction day held at Peak Hill Central School to reinforce the expectations of students and prepare them for Stage 6. This day ensures our program is compliant to the RTO regulations. The funding received assisted development of teacher and school executive skills enabling support for:</p> <ul style="list-style-type: none"> • New Course Coordinators through an induction process. • Year 12 English (Advanced, Standard and Studies) participation in the School Improvement and Curriculum Monitoring Review. • Collective engagement of all staff in the combined School Development Day in Term 2. • Staff to attend professional learning across the state in their specialised KLA areas. • Executive management through the State Access Management and Western Access Principal Management teams <p>The impact of staff engaging in professional learning has resulted in personal growth for individual staff members and has ensured a collaborative approach to supporting the delivery of the Stage 6 curriculum. The funding received has enabled the Western Access Program Principal Management to purchase:</p>

<p>Western Access Program</p>	<p>\$81,860.16</p>	<ul style="list-style-type: none"> • The employment of a School Administration Officer for three days per week • A lease for a car to enable the Head Teacher Access and staff to travel to schools; to transport students to various events and travel across the state to participate in professional learning. • The purchasing of Sentral and professional learning in Edval <p>The impact from these purchases has enabled greater communication and support for each school, a stronger and thorough collection of data and a consistent voice across the multiple sites.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	74	57	64	61
Girls	64	63	58	49

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	93.2	97.2	97.9
1	94.2	91.5	96.4	97.1
2	94.2	94.6	93.5	95.6
3	92.8	93.7	94.1	91.7
4	93.9	92.9	94.6	93.7
5	92.3	90.9	92.9	93.1
6	93.8	94.9	92	93.2
7	92.7	95.2	93	91.8
8	85.9	95	94.1	90.3
9	88.6	88.1	96.5	93.5
10	86.2	86.6	84.9	92.9
11	87.3	78.2	92.1	88.4
12	78.4	92.4	85	90.6
All Years	89.7	90.6	92.8	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	10	0	34
TAFE entry	0	0	11
University Entry	0	0	22
Other	0	0	22
Unknown	10	0	11

Year 12 students undertaking vocational or trade training

81.82% of Year 12 students at Yeoval Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Yeoval Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	10.49
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	808,501
Revenue	3,137,410
Appropriation	3,097,837
Sale of Goods and Services	1,651
Grants and contributions	31,538
Investment income	4,686
Other revenue	1,699
Expenses	-2,985,742
Employee related	-2,511,009
Operating expenses	-474,733
Surplus / deficit for the year	151,669

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	108,690
Equity Total	239,241
Equity - Aboriginal	35,197
Equity - Socio-economic	139,186
Equity - Language	0
Equity - Disability	64,858
Base Total	2,034,902
Base - Per Capita	28,626
Base - Location	31,525
Base - Other	1,974,751
Other Total	409,137
Grand Total	2,791,971

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

As it had been five years since the change of uniform, a satisfaction survey was used to determine if further changes were needed. A uniform committee was formed with interested staff, students and parents to create and analyse survey results. Students and parents were initially surveyed on what they liked and disliked about the current uniform, what changes they would make, purchasing options and the wearing of the school hat.

The committee reviewed the data and this created a second survey to vote on the colour of the socks and underclothing such as skivvy and tights in winter. From the eighty responses, 45% wanted black socks and 36.3% voted for white and 36.2% wished for black undergarments and 33.8% voted for dark navy.

As a result. the following changes were made to the uniform:

- black socks (instead of white)
- black under garments (instead of dark navy).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.