1. General information

Part A

<table>
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<tr>
<th>School name:</th>
<th>Yahl Primary School</th>
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<tr>
<td>School No:</td>
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<tr>
<td>Courier:</td>
<td>Limestone Coast</td>
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<tr>
<td>Principal:</td>
<td>Mrs Bronwyn Kilpatrick</td>
</tr>
<tr>
<td>Postal Address:</td>
<td>PO Box 3354, Mount Gambier SA 5290</td>
</tr>
<tr>
<td>Location Address:</td>
<td>10 Lange Rd, Yahl SA 5291</td>
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<td>District:</td>
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<td>CPC attached:</td>
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<tr>
<td>Phone No:</td>
<td>(08) 8725 3658</td>
</tr>
<tr>
<td>Fax No:</td>
<td>(08) 8725 0717</td>
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February FTE Enrolment

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| Year  | Year 12 plus                            | 0.0  | 0.0  | 0.0  | 0.0  |

|       | TOTAL                                   | 109  | 108  | 111  | 90   |

School Card percentage 14% 16% 17% 17%
NESB Enrolment 00 00 00 00
Aboriginal Enrolment 4.0 4.0 8.0 4.0
Part B

Deputy Principal’s name, if applicable: N/A

School website address: www.yahlps.sa.edu.au

School email address: dl.0501.info@schools.sa.edu.au

Staffing numbers: Teaching base entitlement of 6.2 FTE

2 male, 4 female, 0.6 and 0.6.art/NIT which includes online Japanese

Ancillary 52 hours per week: 8.5 hrs grounds (male),

30 hours finance/administration (female) and

15 hours classroom support (female).

School Counsellor 1 day per week

Enrolment trends: Enrolment peaked in 2013 and is now at 90.

A large group of year 7 students will be graduating at the end of 2014.

Special arrangements: IMS Music is taught - Woodwind

Open Access Japanese has been accessed in 2014 as we previously had a Japanese teacher.

Year of opening: 1868

Public transport access: No public transport access.

School is 10 kms SE of Mt Gambier.

All staff live in or near Mt Gambier and surrounding district.

Staff travel out by car each day.

A bus route travels by the school to take students to high school and drop off students at Yahl Primary School.

2. Students (and their welfare)

General Characteristics
At Yahl Primary School we are committed to developing a partnership between children, parents/caregivers and staff in order to support children to become life long learners and prepare them for effective participation in society. We aim to provide a broad, balanced curriculum in a safe, happy and child centred environment where children enjoy successes and excellence is encouraged and acknowledged.

Pastoral Care Programs
School is entitled to 0.2 Counsellor who promotes student wellbeing and acts as an advocate for students in dealing with behaviour and conflict management. We are part of the Alarna and Madeline Foundation and have become a Kids Matter School in 2014. Our Counsellor works with students helping them become resilient and confident. The Counsellor is also in charge of promoting the Child Protection Curriculum that is taught by all teachers.
Support Offered

One to one counselling support for students, anti-bullying, social skills, resiliency and Bounce Back programs implemented.

- **Student Management**
  Supported by a Behaviour Management Code with common expectations for all students. Leadership within the school supports staff consistency in implementation. Parent support exists for School Code of Conduct.

- **Student Government**
  An active SRC consisting of students R-7 is supported by nominated staff manager. Students are effectively involved in decision making through class meetings and the Student Representative Council.

- **Special Programmes**
  A range of programs have been implemented to support student learning and wellbeing (see support offered). Our Groundsman works with identified students who need a more ‘hands on approach’. These projects consist of carpentry, gardening etc.

3. **Key School Policies**

*Site Improvement Plan and other key statements or policies*

**Core Business**
The core business of Yahl Primary School is providing quality teaching and learning in a supportive, positive environment, where success is celebrated and risk taking is encouraged.

This is achieved by offering a comprehensive curriculum aligned to the Australian Curriculum.

The provision of a broad curriculum ensures all students have access to the essential skills, which enable them to prepare themselves as effective learners and problem solvers.

Enterprise Education is a part of the learning process and strong links are made across the curriculum in classroom programming.

Our success in providing a supportive environment is enhanced and extended through:

- A high and varied range of parent participation which forges strong links with the local community where parents are valued as the life long educators of their children.
- Leadership and management that promotes the whole school as a learning organisation which values staff development directly related to students’ learning and school priorities.
- Active and valued student participation in school affairs and decision making through Student Representative Council, class meetings and leadership opportunities.
- The professional attitude, warmth and approachability of staff.
- Planning to improve facilities and resources that will directly improve learning conditions and outcomes for students.
Values and Principles
At the beginning of 2005 and again in 2011 staff developed a Values and Vision Statement, which is:

Our school is a place where:
- Respect for self, respect for others and respect for the environment are our core values.
- High quality learning is achieved and celebrated through the commitment of the entire school community.
- Children develop a sense of belonging through a happy, safe and supportive learning environment.

We are committed to working in partnership with you to achieve this vision.

For each of our core values we have developed Operational Principles. These are:

Respect for Self
- Strong organisation skills, effective time management and maintaining a flexible approach are important features of our workplace.
- We display a friendly demeanor and are supportive of our colleagues.
- Being confident, positive and having appropriate/professional attire are important features of our work.
- We have a commitment to ongoing learning and improvement.
- Taking care of yourself and maintaining a healthy lifestyle will help us do our jobs effectively.
- We strive to ensure learning outcomes for students are achieved.

Respect for Others
- We value other people’s opinions and beliefs.
- We understand the importance of using gestures, language and tone of voice that is respectful to everyone.
- We believe it is important to make people feel welcome through positive communication.
- Maintaining a sense of humour and fun and taking an interest in our colleague’s life are important to us.
- We understand the importance of acting with integrity and honesty when dealing with others.
- We seek to work collaboratively and sustain positive working relationships with our colleagues.
- We support and are committed to contributing to the whole school program/site priorities.

Respect for the Environment
- We will maintain a clean workplace (buildings and yard) and manage/use equipment appropriately.
- We will actively promote the importance of the environment across our workplace.
- We will be considerate of other people’s work space.
- We will undertake recycling and energy saving strategies.
Recent key outcomes:

- Staff have been involved in training and development around a number of key areas including the collection and use of baseline data for planning and programming.
- Ongoing resourcing in the area of ICT, purchase of Lap Top computers and Ipads which are used in the classrooms and school Wi-Fi in all classrooms.
- Employment of an Information Technology Technician.
- Literacy: whole school policies in Spelling, Written Language, Oral Language and Reading.
- The school improvement journey has been around Literacy and Numeracy.
- There has been a focus on the Big 6 in Reading. Reading Comprehension and reading fluency and its affect on Comprehension. Inferential Comprehension has also been a focus area over recent years.
- Staff have also been involved in the Ann Baker Maths Project.
- Australian Curriculum Science has also been a focus.
- Teachers are involved in PLC’s with the Glenburnie Cluster Group and have been conducting Inquiry Questions and research in Pedagogy and Australian Curriculum.
- Some teachers have also been working in an ICT group with our cluster members looking at integrating I-Pad use into the various curriculum areas.

4. Curriculum

Subject Offerings
Curriculum offering reflects DECD guidelines. Staff members share expertise in identified areas of strength. Specialist subject is the Arts. Information Technology has a high profile with computers in all classrooms. A strong emphasis is placed on Literacy and Numeracy whilst also making links to Enterprise exists. Instrumental music is offered to upper primary students.

Special Needs
School staff and visiting support staff support identified students with learning difficulties. Increased SSO hours allocated to support these students.

Special Curriculum Features
- Focus on Literacy in early years.
- Jolly Phonics is used in the early years. Mini-Lit and Multi-lit intervention programs are used throughout the school.
- SSO allocation of time directed to support classroom enterprise activities.

Assessment Procedures and Reporting
- Acquaintance Night in Term 1.
- Three Way Interviews in Term 1 and if requested term 3.
- Summative Written Report at the end of term 2 and term 4.
- Collection of baseline data in terms 2 and 4 in the areas of Literacy and Numeracy.
- Naplan results are reported to parents and evaluated by staff in relation to identifying existing trends, effectiveness of current programs and areas of focus for future learning.
Joint programmes

- Yahl is part of the Glenburnie Cluster with Compton, Moorak, Glenburnie and Mil Lel.
- Teachers are divided into PLC groups according to their teaching levels.
- Teachers meet once a term to discuss their inquiry questions and conduct peer observation lessons. Teachers present a short visual presentation of their learning journey for the year in mid November.
- Yahl is also part of a small choir cluster with Glenburnie, Mil Lel and Moorak.

5. Sporting Activities

- Children have access to minkey, netball, football, cricket, soccer, basketball, softball, hockey, cross country running and t-ball, joining with other schools as the need arises.
- Students also have opportunities to gain selection for SAPSASA in these sports.
- Participation in annual Small Schools Sports Day with eight other schools.
- Annual participation in DECD swimming programme at the local aquatic centre.

6. Other Co-Curricular Activities

- A school camp is offered every year and a bi-annual camp offered to Year 6/7 students.
- Annual end of year concert at the Sir Robert Help[man Theatre.
- Whole school involvement in local “Move-It” Dance spectacular at Sir Robert Helpmann Theatre,
- Visits by Life Education Van.
- Music students are taught by IMS teachers when they visit once a week.

7. Staff (and their welfare)

Staff Profile
Yahl teaching staff has been quite stable with most being located at the school over the last 6-10 years.

Leadership Structure

- Leadership positions include Principal
- Staff are very supportive of each other and take responsibility for components of the curriculum and other areas of concerns within the school.
- Ancillary staff caters for student and teacher support as well as assisting individual programmes for students identified as needing extra support.

Performance Management
The Principal meets with staff members once each term in a two-way process which reviews, evaluates and identifies staff members’ strengths and needs. Training and development is then matched to those needs.
Incentives, Support and Award Conditions for Staff.

- Isolation placement points.
- Yahl receives 4.5 placement points per year for active service.
- Travelling time: Yahl is approximately 10 minutes drive from Mount Gambier.
- Reverse cycle heating and cooling for all school buildings.
- Locality allowances: All teachers (employed for at least 0.4 time) are paid an allowance for some aspect of isolation, with additional amounts for spouse and children.
- Relocation assistance: Available as per DECD guidelines.
- Principal’s telephone costs: Entitlement to reimbursement of basic rental and cost of official calls.

9. School Facilities

Buildings and Grounds

Yahl has a 100+ year old administration building with adjoining classroom and a separate recently acquired resource centre building. A renovated shelter shed is now an art room and technology area. There are also two portable weatherboard classrooms and a double portable weatherboard classroom, which are all reverse cycle air-conditioned. A covered walkway connects the classrooms to main building and the resource centre. There is a large oval, covered playground, grassed play area and a paved netball/tennis court area all set in a quiet country atmosphere. The school also has an aboriginal garden as well as a small paddock area which is used to grow vegetables and has an orchard with fruit trees.

There is access for students and staff with disabilities

Access to bus transport: Local bus companies accessed for excursions and some students now utilise the DECD school bus service to get to our school.

10. School Operations

Decision Making Structures

School Governing Council is the main decision making body of the school working in partnership with Principal and school staff. The role of Finance Committee is to oversee the financial management of school and to report and make recommendations to both Principal and school council. The Asset Management Committee is responsible for the strategic planning of school assets over a three-year period. Recommendations are made to Governing Council. Parent Club is active in the school community. School community and SRC provide input into decision making in the school and are consulted on a regular basis. Grievance procedures are established and known.

Regular Publications

- Channels of communication in the school include staff day book, weekly staff meeting, class newsletters, fortnightly newsletters and Parent Information Booklets available to prospective parents.
- Regular assemblies are held along with an Acquaintance Night.
- A Statement of Purpose and an Annual Report are also produced.
School Financial Position

- There is a major commitment to priorities stated in Site Improvement Plan.
- Sound asset and financial management has supported effective and efficient use of resources to support student learning outcomes.

11. Local Community

General Characteristics
School is located in the small township of Yahl. The local community derives its income from a variety of sources including agriculture and horticulture. It is conveniently located nearby to Mt Gambier (10 kms; population approximately 27,000) which has medical, sporting, social and cultural facilities.

Parent and Community Involvement
Parent Club meetings are held regularly. Parent participation and community support is active in classroom programmes and school initiatives.

Feeder Schools
Children traditionally go on to attend Grant High School (bus available).

Other Local Care and Educational Facilities
Other care and educational facilities can be found in Mount Gambier.

Commercial, Industrial and Shopping Facilities
These facilities are located within the Mt Gambier area.

Availability of Staff Housing
Housing is available in Mount Gambier.

Accessibility
Accessibility to Adelaide and Melbourne daily via plane and bus.

Local Government Body
District Council of Grant

12. Further Comments

Yahl Primary School staff, students and community are dedicated to maximising learning opportunities for our students. The key elements are - a working partnership between home and school where parents are valued as the life long educators of their children, a commitment to expand our skill and resource base through utilising the combined resources of a network of small schools and an emphasis on learning whereby students are encouraged to achieve individual excellence in a fair but challenging environment. The professional attitude, warmth and approachability of staff enhances learning, collaboration and promotes the ethos of a caring small school community.