

# Yanco Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Yanco Public 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.

Timothy Allen

Principal

### School contact details

Yanco Public School

Main Ave

Yanco, 2703

[www.yanco-p.schools.nsw.edu.au](http://www.yanco-p.schools.nsw.edu.au)

[yanco-p.School@det.nsw.edu.au](mailto:yanco-p.School@det.nsw.edu.au)

6955 7162

## School background

### School vision statement

Yanco Public School will ensure that all students have the opportunity to achieve their full potential as creative, resilient self-directed learners and enable them to take their place in the world confidently through the promotion of equity and the core values of respect, responsibility, care and excellence.

### School context

Yanco Public School is located at the 'gateway' of the Murrumbidgee Irrigation Area (MIA) close to the major township of Leeton (5 kilometres south), which the community accesses for the majority of its services. The school is a member of the Leeton Community of Public Schools (LCOPS).

The school services a low-socio economic community and provides a safe, caring and challenging learning environment focused on student-centred learning programs based on the needs of the individual student and the school community. The school is classified as a TP2 with a Teaching Principal and two full-time classroom teachers, one part time School Learning Support Officer, one School Administration Manager, a part time School Chaplain and one General Assistant.

As an Early Action for Success (EAfS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2. The school is working closely with the community to develop priorities in; improving student literacy and numeracy outcomes, ensuring that quality teaching underpins practice in all classrooms, enhancing parent and community participation in the school, developing positive student welfare programs and increasing the engagement of the school community.

The school is supported by RAM equity funding for low socio-economic and Aboriginal background, and rural and remote location.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in the External Validation process. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning we are building the learning capacity of students and this is an ongoing priority. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The core school values included in the school vision statement (Respect; Responsibility; Care and Excellence) underpin the learning culture of our school. Across the school, students are engaged in classroom learning and have been responsive to the emphasis being placed on our values. These values were included in the school vision statement after consultation processes for the 2015–17 School Plan and a matrix of behaviour expectations, following the principles of Positive Behaviour for Learning, has been created after consultation with the school community. Signage will be erected throughout the school in 2017 to support these expectations and values lessons will be initiated with the assistance of the School Chaplain.

We can see from analysis of behaviour referral and suspension data that students are engaged in positive relationships at school, with a significant decrease in referrals and suspensions since 2014. Student attendance data indicates positive student engagement from Kindergarten through to Year 6. In the classroom and playground the introduction of a new Merit Award system and PB Medal aligned to 'Excellence' has further built the positive learning culture at Yanco PS and helped to reinforce positive behaviours. In the playground, student wellbeing and relationships are well supported. We have an SLSO presence in the playground and our School Chaplain runs playground activities and targeted social

skills activities and interventions for students at risk.

The school Kitchen Garden and cooking program engages students and helps ensure students learn that a healthy diet and nutrition is essential for learning. Yanco PS understands that learning and engagement are related and our 2015–2017 School Plan explicitly sets out priorities for improving both student and parent engagement and ensures staff are aware of the connection between the two. The school has particularly focused on improving its practice in teaching students the skills for learning, with an emphasis being placed on embedding the 20 ‘habits’ of successful learners utilising HOW2Learn strategies.

Additional funding through the RAM has also enabled the school to implement a number of programs to engage students and the community. Our commitment to providing extra-curricular learning opportunities that are significant, and which support student development, is ongoing and we are committed to planning strategically to ensure that opportunities presented to students are strongly aligned with the school’s vision, values and priorities. Transition was identified as having a major impact on enrolment and the school implemented a 10 week Kindergarten Transition Program in 2013. This was followed with the implementation of Little Learners in 2015 to provide early learning experiences for prospective students who could not access this service locally.

The development of leadership skills in students has been identified as critical in engaging students in positive behaviours in Stage 3. All Year 6 students now form the School Leadership Team and participate in leadership activities including GRIP and the National Young Leaders Conference, with captains wearing a school blazer, shirt and tie to all formal school functions and when representing the school.

Yanco PS has a philosophy of personalising learning for each of its students and this is facilitated by participation in Early Action for Success. The school has an Instructional Leader who provides support for teachers to adjust their teaching to meet the needs of their students. The school also assists teachers to develop Personalised Learning Plans for all students as part of the School Plan. These plans are collaboratively developed between students, teachers and parents.

To monitor and evaluate progress on its Strategic Directions the school regularly analyses internal and external data sources such as PLAN and NAPLAN data. The school uses this data to report back to parents on their child’s progress in twice yearly reports and during PLP and parent interviews. As well as these data sources the school has focused on improving its assessment practices utilising the support of the Instructional Leader and is implementing online ACER assessments for Mathematics and Reading Comprehension. As an Early Action for Success school, there is an emphasis on monitoring students’ progress on the literacy and numeracy continuums. The majority of the school’s K–2 students are making significant gains on these assessment tools. In 2016 there was also a major increase in Year 3 and Year 5 NAPLAN results, with 50% of Year 3 students and 100% of Year 5 students in the top two bands for reading and numeracy.

## **Teaching**

In the School Excellence Framework domain of Teaching we demonstrated that teachers’ regularly review and revise their programs and demonstrate that learning is planned and based on revisions of previous content. In 2013–14 an emphasis had been placed on ensuring the school’s classrooms were well managed with minimal disruption, with analysis of behaviour referrals revealing that classroom disruptions are decreasing and that teachers are running well managed environments. In 2016 staff are focused on implementing evidence based strategies to accelerate learning, with a focus on professional learning in learning intentions, success criteria and effective student feedback.

As part of Early Action for Success the ongoing and regular plotting of data is inbuilt into assessment. PLAN data is plotted, monitored and updated on a 5 weekly cycle. The Instructional Leader and Principal are responsible for updating and monitoring assessments and PLAN data. The school is able to use PLAN and NAPLAN data to identify the learning needs of its students and use it to create and monitor student performance. The school regularly monitors this data and uses it to adjust interventionist support in its K–2 classroom and to track the progress of school programs.

Strategically planned professional learning, targeting identified needs, and utilising the expertise of the Instructional Leader is an ongoing focus. In response to our NAPLAN trend data and student assessment results, all classroom teachers have been trained in Targeting Early Numeracy (TEN), K–2 teachers are trained in Language, Learning and Literacy (L3), while Year 3–6 staff are trained in Focus on Reading (FoR). The Instructional Leader is an L3 Master Trainer and TEN trainer and the school supports her attendance at L3 master classes in Sydney.

All staff at Yanco PS regularly collaborate to improve teaching practice, both within the school and with other schools. This occurs through systematically planned constructive feedback in the form of classroom observations and links with other school networks. Each teacher at Yanco PS has a Performance and Development Plan (PDP). PDP’s are produced following the school’s processes for their professional development and teachers’ goals align with priorities in the School Plan, system priorities and evidence base practices. All PDP’s also align to the Australian Professional Standards for Teachers.

## **Leading**

In the School Excellence Framework domain of Leading we demonstrated that our school places a great deal of focus on increasing parental and community involvement, with community and parent involvement within the school a priority in the 2015–2017 School Plan. To enhance the relationship between the community and the school, the school holds a range of activities which engage the community. Parents and the community are increasingly being connected by participating in Personalised Learning Plan conferences, school assemblies, Education Week open days, parent information evenings and regular school activities. The 2015–2017 School Plan was collaboratively developed with the school community and the community was consulted during a series of meetings which were well attended.

The School Plan has had milestones created to monitor and review its aims. The School Plan aligns with system priorities, particularly Early Action for Success and Great Teaching Inspired Learning and the plan's progress is reported on in the Annual School Report. Parents are actively engaged in the consultation processes to develop the school plan and school evaluation reviews.

Effective communication practices are embedded across the school as a way of engaging parents and community. A new school newsletter format, Skoolbag 'app' and school sign demonstrates a consistent approach of effective communication to parents. The school's vision and priorities are regularly communicated in the school newsletter and as a result, parents are well informed and actively engaged in the school community.

Collegial networks and opportunities for leadership have extended beyond the school with the Principal being involved with the implementation of an aspiring leader's conference and also participating in the pilot Rural and Remote Leadership Shadowing and Innovation Program. The school actively develops and promotes links to our local and broader community to enhance both internal and external relationships and to enrich student experiences. We have successfully fostered relations with our community of schools and have worked closely with colleagues from the Leeton Community of Public Schools to initiate professional development on the Literacy Continuum and support collegial practices.

Since 2013 the school has been implementing effective whole school administrative practices to support school operations and the teaching and learning activities of the school. These include roles and responsibilities, term planners, whole school timetables and effective communication through regular meetings of staff. The school has effective processes to ensure strategic financial management is used to maximise resources available to implement the school plan. The implementation of all major school programs includes an Action Plan, detailing team members, a timeline for actions, staffing, expenditure and links to the strategic directions of the school plan and the school budget.

The school ensures that learning environments are used flexibly and this is supported by the recent establishment of the Little Learners room and upgrades to the computer laboratory desktops and school-wide technology resources. The school recognises that the school plan is a 'living' document and therefore should evolve as necessary as school priorities and systems leadership change over time. School leadership has ensured the school plan aligns to local and system priorities and is responsive to emerging needs, with updates to include Early Action for Success, Premiers Priorities and changes to context completed when necessary.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To improve literacy and numeracy outcomes through high quality teaching, personalised learning and explicit, high expectations, with curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based and innovative teaching practices. Systematic policies, programs and processes to identify and address student learning needs with learning opportunities that support student development and are strongly aligned with the school's vision and priorities underpins this purpose.

#### Overall summary of progress

Quality Teaching and Learning is our priority. Professional learning was led by our Instructional Leader, who provided training in Language, Learning and Literacy (L3) and ongoing training in Targeting Early Numeracy (TEN). The Stage 2/3 teacher participated in professional learning in Focus on Reading 3–6. These initiatives will have a significant impact on student learning, particularly for equity groups, in the early years of schooling. Staff built their capacity to use the literacy and numeracy continuums to monitor student progress and develop appropriate learning activities. Continuum data was monitored and updated every 5 weeks to inform teaching and planning for learning.

The Instructional Leader assisted with the coordination and identification of literacy and numeracy achievement through the use of data analysis and for appropriate tiered interventions. In addition, Personalised Learning Plans were updated to meet the learning needs of all students. The school continued the implementation of explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive improvement in teaching practice. Implementation of the Performance and Development Framework, aligned to the Australian Professional Standards for Teachers, has seen an improved focus on quality teaching, professional development and knowledge of the teaching standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students at or above cluster/year expectations in all aspects of literacy and numeracy continuum data.	<ul style="list-style-type: none"> <li>• 100% of K–1 students and 86% of Year 2 students at or above cluster outcomes for reading text, comprehension and numeracy.</li> <li>• All students entered in Planning Literacy and Numeracy (PLAN) software every 5 weeks and student progress monitored by Instructional Leader.</li> </ul>	\$28,545 – Early Action for Success staffing, professional learning and resources.
8% increase in the proportion of students in the top two NAPLAN bands.	<ul style="list-style-type: none"> <li>• 50% of Year 3 students reached 'proficiency' in NAPLAN (top two bands) in reading and numeracy.</li> <li>• 100% of Year 5 students reached 'proficiency' in NAPLAN (top two bands) in reading and numeracy.</li> </ul>	\$28,545 – Early Action for Success staffing, professional learning and resources.
30% increase in Indigenous students represented in proficiency bands in NAPLAN assessments.	<ul style="list-style-type: none"> <li>• Small cohort size mean that students may be identified so no comments are provided.</li> </ul>	\$4,303 – School Learning and Support Officer
Differentiated teaching is implemented as a strategy for ensuring that every student is engaged and learning successfully and individual learning plans have been developed for all students.	<ul style="list-style-type: none"> <li>• All students plotted on literacy and numeracy continuums and Planning Literacy and Numeracy software.</li> <li>• Tiered interventions in place for students in K/1/2 as identified by the Instructional Leader and classroom teacher.</li> <li>• Language, Learning and Literacy (L3) embedded in K/1/2 classroom.</li> <li>• 100% of students had a Personalised Learning Plan in place created in conjunction with parents and carers in three-way conferences.</li> <li>• Tiered Interventions in place to support targeted students in K–2 as part of Early Action for</li> </ul>	\$29,355 – Early Action for Success staffing, training and resources.  \$1,676 – Teacher professional learning Literacy and Numeracy.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated teaching is implemented as a strategy for ensuring that every student is engaged and learning successfully and individual learning plans have been developed for all students.	Success. <ul style="list-style-type: none"> <li>Individual Learning Plans created for all 'at risk' students as part of Learning Support Team processes, with 23% of students having an Individual Learning Plan based on their individual needs.</li> </ul>	
Performance for equity groups within school cohorts is comparable to, or better than, the performance of all students in the school	<ul style="list-style-type: none"> <li>At the end of 2016 students in K/1/2 are showing above average growth on continuums in the areas of reading, comprehension and numeracy.</li> <li>Staff members have worked with the Instructional Leader to deliver best practice teaching and learning activities.</li> <li>School Learning and Support Officer employed to support students and implement targeted programs.</li> </ul>	\$29,355 – Early Action for Success staffing, training and resources.  \$32,588 – School Learning and Support Officer.

## Next Steps

- All staff to participate in Stage One Language, Learning and Literacy (L3) professional learning with the school's Instructional Leader in 2017.
- Analysis of literacy and numeracy PLAN data to create targeted interventions for all students K – 6.
- Personalised Learning Plans for all students to be updated.
- Implementation of ACER PAT Reading Comprehension and PAT Mathematics online assessments and reporting for students.
- Teaching staff to continue to refine their Performance Development Plans to ensure they align to the school plan and the Australian Professional Standards for Teachers.
- School leaders Performance Development Plans to align to the Australian Professional Standards for Principals.

## Strategic Direction 2

### Wellbeing

#### Purpose

To improve student wellbeing through a whole-school approach that has clearly defined behavioural expectations and creates a positive teaching and learning environment, with the school having in place a comprehensive and inclusive framework to support the cognitive, emotional, social, and physical wellbeing of students. Students caring for self, contributing to the wellbeing of others and the wider community and creating a positive school environment underpins this purpose.

#### Overall summary of progress

Yanco Public School places a high priority on student and community wellbeing and is implementing processes to address both school and individual needs, with interactions focused on the learning and wellbeing of students, having high expectations of both student learning and behaviours and on continually improving the school's ability to meet the needs of all students. Our focus this year has been on educating students, staff and the broader school community to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Students and the school community are actively working towards a common understanding of appropriate social skills and behaviour and strategies to promote appropriate behaviors and student learning, with students being taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The school community created a matrix of expectations for all school environments and a school mascot to publicise the matrix. The school is committed to providing enriching activities to all children and students and in 2016 continued its Little Learners Program, an early learning program for 3–5 year olds based on the Early Years Learning Framework. Enrolments in Little Learners increased by 100% from 2015 to 18 students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Kindergarten enrolments demonstrate higher school readiness based on Best Start and/or AEID data and have access to early learning experiences.	<ul style="list-style-type: none"> <li>• 80% of Kindergarten students attended the schools <i>Little Learners</i> program in 2015.</li> <li>• Best Start data for students transitioning from <i>Little Learners</i> to Kindergarten indicates increased school readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,880 – Teacher and School Learning and Support Officer.</li> <li>• \$500 – Resources</li> </ul>
All students will demonstrate considerable improvement in their behaviour, social, leadership and citizenship choices.	<ul style="list-style-type: none"> <li>• Continuing low levels of student suspension data, with only 4 days of student suspension in 2016.</li> <li>• 100% of Year 6 students participated in the School Leadership Team.</li> <li>• Implementation of weekly 'PB' Award Medal for a student displaying their 'personal best' and linked to the school value of 'excellence.'</li> </ul>	<ul style="list-style-type: none"> <li>\$1,746 – National Young Leaders Conference.</li> <li>\$407 – GRIP Leadership Conference.</li> <li>\$250 – 'PB' Award medals</li> </ul>
Students from equity groups within school have reduced impact of socio-economic status by the provision of low-cost, highly accessible learning experiences to facilitate cultural awareness, citizenship, interpersonal relationships and pride.	100% of students have equitable access to academic, cultural and citizenship learning experiences that build interpersonal skills and pride. <ul style="list-style-type: none"> <li>• Music Program.</li> <li>• K/1/2 Excursion to Junee.</li> <li>• Year 3/4 excursion to Dubbo</li> <li>• Year 5/6 excursion to Borambola Sport and Recreation Camp.</li> <li>• K–6 participation in SHINE.</li> <li>• Bollywood/Hip Hop workshop.</li> <li>• Bus/transport subsidies. Fares capped at \$2.00.</li> <li>• Enrichment and extension activities including excursion to Riverina Environmental Education Centre, Maths Olympiad, Riverina Debating and ICAS Competitions.</li> <li>• Life Education Van.</li> </ul>	<ul style="list-style-type: none"> <li>\$5,000 – Music Program</li> <li>\$270 – School assistance K/1/2 Excursion to Junee</li> <li>\$1,248 – School assistance Year 3/4 Excursion to Dubbo.</li> <li>\$2,598 – School assistance Year 5/6 Excursion to Borambola.</li> <li>\$815 – SHINE</li> <li>\$350 – Bollywood/Hip Hop</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students from equity groups within school have reduced impact of socio-economic status by the provision of low-cost, highly accessible learning experiences to facilitate cultural awareness, citizenship, interpersonal relationships and pride.</p>	<ul style="list-style-type: none"> <li>• Kitchen Garden Program</li> <li>• Individual student assistance.</li> <li>• Rugby Union Program with Sporting Schools.</li> <li>• Intensive Swimming Program.</li> <li>• School Learning and Support Officer</li> </ul>	<p>Workshop</p> <p>\$895 – Bus transport subsidies</p> <p>\$925 – Enrichment and Extension</p> <p>\$296 – Life Education Van</p> <p>\$6,493 – Student assistance</p> <p>\$900 – Sporting Schools</p> <p>\$32,588 – School Learning and Support Officer.</p>

## Next Steps

- The school will continue to embed its *Little Learners Program*.
- The school will continue to align its wellbeing related policies to the Student Wellbeing Framework.
- Behaviour expectations signage to be erected within school.
- The implementation of a consistent positive and negative behaviour referral system for the playground and classrooms.
- School Chaplain will support the emotional, social and physical wellbeing of students and their families.
- Preparation of a 2017 budget aligning low socio-economic background funding for ongoing student assistance for excursions and other programs.

## Strategic Direction 3

### Community and Engagement

#### Purpose

The school works collaboratively with its community, who is committed to the school's strategic directions with a broad understanding and support for school expectations and aspirations, with positive and respectful relationships across the school community creating a productive learning environment and strengthening parental engagement. A school-wide, collective responsibility for student learning and success, supporting an inclusive school culture with high levels of student, staff and community engagement and the promotion of positive and respectful relationships underpins this purpose.

#### Overall summary of progress

A high priority for Yanco Public School is increasing the engagement of all stakeholders in the school and wider community to create an engaged, collaborative school community. Our focus in 2016 was on parents being explicitly involved in updating student Personalised Learning Plans and being engaged in the school community by attending parent information sessions, school assemblies and other school events. The School Vision Statement and Strategic Directions were displayed in school foyer, and inserted in School newsletter, while the School Plan and Strategic Directions were included in Parent Information Evening and Transition Program Information evenings.

Parent information evenings involved the school's Instructional Leader leading sessions on the teaching of literacy and numeracy and Early Action for Success. All educational opportunities were communicated to parents and carers. In 2016 the venue for the school's Annual Presentation Night was again held at a theatre at the Yanco Institute, after positive feedback after a trial change in venue in 2015. In addition, changes to the school assembly format undertaken in 2014 were embedded, with a high percentage of parents and community members (20 – 30) attending every school assembly and remaining for a community morning tea after assembly. School assemblies became a positive strategy to consult and obtain feedback on initiatives from the school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There will be a significant increase in parent/carer and community participation and involvement in school events, school planning and evaluations and discussions about student learning.	<ul style="list-style-type: none"><li>• 100% of parents involved in student Personalised Learning Plans.</li><li>• 80% of 2016 Kindergarten enrolment's parents attended Kindergarten Transition Parent Information session.</li><li>• Over 60 parents and community members attended the Education Week 'Long Lunch'.</li><li>• Continued parent and community engagement in school assemblies and community morning tea.</li></ul>	\$3,227 – Hospitality assemblies, community functions and Education Week Lunch
All members of the school and wider community will know the school's strategic directions and educational opportunities and will increasingly contribute in positive ways to achieve the school's vision.	<ul style="list-style-type: none"><li>• School Vision Statement and Strategic Directions displayed in school foyer, inserted in School newsletter and published on school website.</li><li>• School Plan and Strategic Directions included in Parent Information Evening and Transition Program Information evenings.</li><li>• All educational opportunities communicated to parents and carers.</li></ul>	\$300 – Skoolbag 'app'
Attendance of parents/carers for equity groups within school cohorts is comparable to the performance of all students in the school.	<ul style="list-style-type: none"><li>• 76% of students are in equity groups.</li><li>• 100% of the parents and/or carers of equity groups were involved in student Personalised Learning Plans.</li><li>• 75% of parents and/or carers of equity groups attended the school's Kindergarten Transition Parent Information session.</li></ul>	\$3,227 – Hospitality assemblies, community functions and Education Week Lunch

## Next Steps

- To continue the 100% participation of parents being involved in the development and updating of student Personalised Learning Plans.
- Parent information sessions with the Instructional Leader to educate parents, carers and the school community on the literacy and numeracy continuums.
- Parents, carers and the school community to be consulted on participation in Kids Rapt on Performing (KROP) during Education Week in 2017.
- Parent Feedback reports created from PLAN software to be regularly sent home.
- Semester Two Student reports to be sent home in Week 9 of Term 4 and include a 'Request for Parent Interview' that parents and carers may complete.
- The continuing use of *Tell Them from Me* student surveys in 2017.
- The school will host residents of Assumption Villa Aged Care once per term in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• 100% of Aboriginal students supported through the implementation of Personalised Learning Plans.</li> <li>• Personalised adjustments and strategies were implemented to improve student attendance, participation and engagement in learning.</li> <li>• Speech pathology accessed for Aboriginal students utilising Royal Far West Telecare Service</li> <li>• Provision of School Learning and Support Officer in classrooms</li> <li>• Continued integration of Aboriginal perspectives into existing classroom programs.</li> <li>• 50% of Year 6 Aboriginal students attended the National Young Leaders Conference in Sydney.</li> </ul>	\$7, 303 – Aboriginal background funding
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• All students provided with appropriate adjustments for learning growth and success, with an Individual Learning Plan and/or tiered interventions in K/1/2 where required.</li> <li>• All students requiring adjustments identified in Nationally Consistent Collection of Data on School Students with Disability (NCCD).</li> <li>• Individual Learning Plans and Student Healthcare Plans were implemented in collaboration with parents and carers to reflect student needs for specific students.</li> <li>• The Learning and Support Team held fortnightly meetings to discuss the effectiveness of classroom organisation, school policies and enhance student's access to specialist teachers, sources of knowledge, individual connections and educational/ community services.</li> <li>• School Learning and Support Officer to support individual students in literacy and numeracy and access to a wider range of curriculum learning experiences.</li> </ul>	\$8, 396 – Flexible \$39, 002 – Staffing
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students additional staffing for teacher release was utilised to enable the teaching principal to provide additional support and mentoring to staff through professional development and in class support.</li> </ul>	0.026 – Additional staffing entitlement
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Reduced impact of low socio–economic status on students from equity groups within the school by enabling them to have access to quality teaching and learning and low–cost, highly accessible learning experiences to improve student's academic and social outcomes.</li> <li>• Improved the quality of teaching and learning with staff professional learning in evidence based teaching practices.</li> <li>• Improving students' access to a wider range of curriculum learning experiences, with additional programs in Music, Enrichment and Extension and Life Education.</li> <li>• Improving students' access to a wider range of curriculum learning experiences, with</li> </ul>	\$43,634 –Flexible \$10, 202 –Staffing

<p><b>Socio-economic background</b></p>	<p>implementation of an Excursion Planning Matrix and excursions to Junee (K/1/2), Dubbo (Year 3/4) and Borambola (Year 5/6).</p> <ul style="list-style-type: none"> <li>• Increased the level of student participation and engagement in learning by providing transport subsidies for all school activities that require the use of bus transport.</li> <li>• Improving partnerships between the school, parents and carers by developing a sustained, positive and inclusive school culture by hosting a community morning tea after primary assemblies.</li> <li>• Raised the expectations of students, parents, carers and the school community by focusing on the school values of <i>Respect; Responsibility; Care and Excellence</i> embedded in the school vision statement.</li> </ul>	<p>\$43,634 –Flexible \$10, 202 –Staffing</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	24	21	17	20
Girls	25	21	15	17

Enrolments have stabilised over the past two years and in 2016 increased slightly on the previous year. Of the 2016 Kindergarten cohort 80% of students attended the school's Little Learners Program in 2015 before commencing Kindergarten.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	95	96.9	93.1
1	94.6	98	91.7	97.8
2	93.6	91	88.4	94
3	95.6	95	96.4	92.5
4	90.6	92.4	98.4	93.5
5	92.4	96.4	95.6	97.8
6	95.5	97	97.5	93.7
All Years	94.3	94.5	95	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance consistently remains above the state average. School attendance is monitored daily and recorded electronically. The school continues to focus on reinforcing the importance of regular attendance. In accordance with Departmental procedures, student attendance is monitored through regular examination of class rolls.

If a student does not attend school on a regular basis, meetings are held with parents or carers to encourage attendance. If a student's attendance is extremely poor, referral will be made to the Home School Liaison Officer and procedures will follow, including the development of an attendance plan and home visits. The school actively sought an explanation for all absences and continued to implement successful strategies to support attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	0.94
Other Positions	0.11

\*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The school is supported by quality teaching staff as well as a number of temporary and casual teachers.

School Learning Support Officers work with students in classrooms and on individual programs and the general assistant maintains the high standard of the school facilities. Due to the small number of staff we have no members of staff who identify as Aboriginal at this time..

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Yanco Public School is committed to the ongoing professional development of all staff. Professional learning is aligned to our school targets and focuses on our strategic directions of Quality Teaching and

Learning, Wellbeing and Community and Engagement. Priorities for professional learning are in line with the 2015–17 School Plan, state priorities and Early Action for Success.

Professional learning funds were expended on individual staff professional development identified within both the School Plan and staff Performance Development Plans, while additional funds were spent on executive professional development. Support staff also had access to professional learning opportunities as appropriate to their needs.

In 2016 funding was used for courses, conferences and staff development days in the following areas; Mandatory training for all staff in Child Protection, Code of Conduct, CPR and Anaphylaxis ; Language, Learning and Literacy (Kindergarten L3), ongoing Targeting Early Numeracy (TEN) training, Focus on Reading 3–6, Performance and Development Framework and accreditation for pre–2004 teachers, Early Action for Success – ongoing professional learning and Growth Coaching.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>107 497.49</b>
Global funds	79 592.67
Tied funds	120 241.59
School & community sources	14 203.29
Interest	2 236.77
Trust receipts	2 039.50
Canteen	0.00
Total income	325 811.31
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6 571.28
Excursions	4 123.32
Extracurricular dissections	12 496.12
Library	806.97
Training & development	0.00
Tied funds	130 679.03
Short term relief	7 925.11
Administration & office	28 311.78
School-operated canteen	0.00
Utilities	15 287.96
Maintenance	15 335.49
Trust accounts	2 039.50
Capital programs	12 934.27
Total expenditure	236 510.83
<b>Balance carried forward</b>	<b>89 300.48</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

Reporting of information for all students must be consistent with privacy and personal information policies. Due to small cohort sizes no comments will be

made on NAPLAN data as individual students may be identified.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 the school community participated in Tell Them from Me surveys. Tell Them From Me is an online survey system that assisted the school to capture the views of students. It is important to consider that the data set for the survey is small.

### Students

The student survey measures indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from students in this school that participated in the survey in 2016. Their responses are presented below.

- Students play sport at school – 100% of students in the school had a high rate of participation in school sports.
- Students take part in art, drama, or music groups and/or extracurricular school activities – 57% of students had a high rate of participation in extracurricular activities.
- Students feel accepted and valued by their peers and by others at their school – 56% of students had a high sense of belonging.
- Students have friends at school they can trust and who encourage them to make positive choices – 44% of students had positive relationships.
- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future – 88% of students valued school outcomes.
- Students do homework for their classes with a positive attitude and in a timely manner – only 33% of students had positive homework behaviours.
- Students that do not get in trouble at school for disruptive or inappropriate behavior – 33% of students had positive behaviours.
- Students are interested and motivated in their learning – 33% of students were interested and motivated.
- Students try hard to succeed in their learning – 56% of students tried hard to succeed.
- Students feel challenged in their English and

Mathematics classes and feel confident of their skills in these subjects – 29% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge; 14% of students were confident of their skills but did not find classes challenging and 50% of students were not confident of their skills and found English or Mathematics challenging.

- Effective Learning Time – Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Students rated Effective Classroom Learning Time 6.9 out of 10; the NSW norm for these years is 8.2.
- Relevance – Students find classroom instruction relevant to their everyday lives. Students rated Relevance 6.0 out of 10; the NSW norm for these years is 7.9.
- Rigour – Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. Students rated Rigour 6.9 out of 10; the NSW norm for these years is 8.1.
- Advocacy at school – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students rated Advocacy at school 7.7 out of 10; the NSW norm for these years is 7.6.
- Positive teacher-student relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive teacher-student relations were rated 7.7 out of 10; the NSW norm for these years is 8.3.
- Positive Learning Climate – There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. Students rated Disciplinary Climate of the Classroom 5.8 out of 10; the NSW norm for these years is 7.0.
- Expectations for success – The school staff emphasises academic skills and hold high expectations for all students to succeed. Students rated Teachers' Expectations for Academic Success 8.4 out of 10; the NSW norm for these years is 8.6.
- Students were asked: "When I finish high school, I expect to go to University." – Only 7% agreed and 21% strongly agreed. 36% of students strongly disagreed with the statement.

### Parent and Community Members

Parents and community members were surveyed on the implementation of a number of key school initiatives and policies. Only a small number of surveys were returned, with the following responses:

- 80% of community members had seen a copy of the new Excursion Planning Matrix.
- 80% of community members Strongly Agree with the implementation of the Excursion Planning Matrix.
- 80% of community members had seen a copy of the updated *Preventing and Responding to Student Bullying in Yanco Public School* policy.

- 60% of community members Strongly Agree with the implementation of the updated *Preventing and Responding to Student Bullying in Yanco Public School* policy, 40% Agree.
- 80% of community members either Strongly Agree or Somewhat Agree on the implementation of the new Merit Award system.

Hall for members of the group on International Day.

## Policy requirements

### Aboriginal education

In 2016 the school received additional funding for Aboriginal students from the Resource Allocation Model (RAM). Teaching programs and activities were implemented that effectively developed and sustained a positive and inclusive school culture. Support was provided to our Aboriginal students to improve outcomes in literacy and numeracy and improve student engagement.

These included; the employment of a School Learning Support Officer to provide individual tutoring to Aboriginal students, implementation of Royal Far West Telecare Speech Pathology for targeted students and the successful application for individual student participation in the the Indigenous Reading Project and the use of technology programs and ipads to improve student engagement in reading.

Specific initiatives that highlighted Aboriginal education and raise awareness of Aboriginal history and culture in Australian society included participating in the Leeton Small Schools NAIDOC Day celebrations held at Whitton Murrumbidgee Public School, school captains attending the Leeton Shire Council NAIDOC Week Official Flag raising ceremony and 'Acknowledgement of Country' by student leaders and teachers at all assemblies and official school occasions.

### Multicultural and anti-racism education

Multicultural perspectives are incorporated into teaching and learning programs at Yanco Public School at both the class and whole school level. Anti-racism initiatives are embedded into class and stage programs across the school. A member of staff participated in Anti-racism Contact Officer (ARCO) training and the school has not been approached about any problems concerning racism.

In 2016 Harmony Day was celebrated with a Harmony Day assembly, reflecting on what 'harmony' means to members of the school community. Students dressed in orange for this special occasion to express the theme of 'belonging' and the event was registered with the Harmony Day website, with resources being provided to students.

Students also participated in the Country Women's Association International Day study of Mongolia. Students in Years 3-6 created hand made Mongolian Riding Boots and a large hand painted linen map of Mongolia and completed projects on Mongolian culture, while students in K/1/2 performed at the Yanco CWA