

# Yenda Public School

## Annual Report



2016



3554

## Introduction

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

Kate Brace

Relieving Principal

## School contact details

Yenda Public School

Curran Rd

Yenda, 2681

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

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

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## School background

### School vision statement

Creating empowered learners.

Yenda Public School is committed to empowering students to acquire, demonstrate, articulate and value knowledge and skills. The school will support them, as life-long learners, equipping them to participate in and contribute to, the challenges of a rapidly changing world. We will inspire and ensure an increasing capacity to engage in quality teaching practices and deliver personalised learning.

### School context

Yenda Public School is in the Riverina Region of New South Wales and has been in operation since 1920. Since the school first established, we have seen many generations of families educated at our school. We have a proud tradition of teaching children to be safe and respectful learners in a positive environment.

The school has a student population of 145 students ranging from Kindergarten through to Year 6, across six classes. We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs.

At Yenda Public School we have an experienced and committed staff who undertakes regular and relevant Professional Learning, in order to improve student outcomes.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities, with constructive levels of student, staff and community engagement.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 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.

Our staff used the School Excellence Framework to monitor and evaluate the progress and impact of our teaching and learning strategies throughout the year. We identified the elements of the School Excellence Framework that our School Plan most strongly addressed.

As a staff we reflected on the progress being made across the school based on the expectations identified in the Framework. In the domain of Learning we have focused primarily on learning culture, wellbeing, curriculum and learning. The How2Learn initiative has provided a foundation for an implementation focused professional learning opportunity that has supported our school in developing a school culture that has learning at the centre of decision making and actions, deepened our understanding of how we learn and conditions for optimal learning, built a repertoire of habits that can be used across a range of contexts and assisted us to become more effective educators by choosing and developing practices that accelerate learning powerfully in classrooms.

Collaborative practice and a focus on building this through the Learning Support Team has been our school's priority in the Teaching domain. Additional staffing in this area has supported students in their learning and also created opportunities for teachers to share and develop their teaching practice and expertise through mentoring and professional learning experiences.

In the domain of Leading, our school has focused on engaging with our parents and community to further strengthen partnerships, provide opportunities and achieve educational priorities. We are endeavouring to enhance student learning and wellbeing by acknowledging the integral role that parents and families play in their child's education. The school leadership team has worked collaboratively with all stakeholders to promote a school culture of high expectations.

The new approach to school planning, supported by the new funding model, has significantly impacted positively on our ability to provide a quality education for our students. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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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

##### **Collaborative, creative, critical and confident learners**

To drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes through collaboration, mentoring/coaching support and innovative delivery mechanisms.

#### Overall summary of progress

Teachers completed Phase 1 training in the How2Learn initiative and have developed and demonstrated, through their classroom practice, a deeper understanding of learning culture, brain development, habits worth developing and practices that accelerate learning.

Our Learning Support Team was expanded and enhanced with the employment of School Learning Support Officers in K–2 classrooms to support tiered interventions in Literacy and/or Numeracy. A high priority was placed on ensuring that the learning needs of all students were identified and addressed. As a result, teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

A Systems Leadership Grant has continued to provide a valuable opportunity for staff, in collaboration with a learning network of colleagues, to evaluate and reflect on current research and practice in the use of project based learning to support student engagement and achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students produce rich artefacts as evidence of learning that are shared and reflected upon between students, classes, teachers, schools and the wider school community. Consistent quality feedback both student-centred and teacher-centred is enriched.	Core Project Based Learning team implemented projects within their classrooms focusing on the community's 100 year celebrations. This culminated in a local exhibition night attended by more than 300 families from the school and wider community. The students' work was also exhibited at the Regional Art Gallery and received more than 1 000 visitors.	\$2 105.04  (Community Consultation Grant)
Learning Support data reflects a higher percentage of students at or above proficiency in aspects of Literacy and Numeracy according to relevant continuums, NAPLAN and school based assessment data.	Additional LaST support provided in classrooms to support differentiation for all students.  L3 and PLAN data being entered every 5 weeks for all students K–3.  Learning Support Team review begun with assistance from the Assistant Principal Learning Support (APLS).	\$22797  (SLSO salaries)
All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.	All teaching staff have engaged with and completed Phase 1 of How2Learn training and begun applying this understanding to their teaching practice.  The Systems Leadership action research project continued, exploring the question – What are the best ways integrate quality teaching, 21st Century pedagogy and technologies into project-based learning in a primary school setting? The core team of educators from our community of practice, involving three local schools, undertook research	Course fees – \$1800  Accommodation and travel – \$4400  Casual Salaries – \$2000  (Systems Leadership Grant)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.	and training related to Project Based Learning and implemented an action research project within each of our schools.	
Increase the proportion of students in the top two NAPLAN bands by 8% in Reading, Reading comprehension and Numeracy (30% increase for Aboriginal Students as an inclusive part of the 8% general increase).	<p>Students identified and targeted for additional support through the Learning and Support team, particularly those students performing one cluster below the year level expectation on the Literacy and Numeracy continuums.</p> <p>Two Aboriginal students in Year 3 and one Aboriginal student in Year 5 completed these assessments in 2016. Results cannot be reported upon in this report as that may allow for recognition of individual students.</p>	

## Next Steps

Quality teacher coach and mentor to be employed two days per week to support student learning in Literacy and Numeracy and continue to build teacher capacity in the K–3 classrooms.

Further develop our Community of Practice (CoP) focused on Project Based Learning (including Hilltop Road PS).

The learning and support team to have ongoing evaluation processes in place and feed the data back to the school community on a regular basis.





## Strategic Direction 2

Leading

### Purpose

#### Innovative, dynamic, responsive facilitators of learning

To build a dynamic culture of innovation and best practice through high expectations, quality professional learning and collaboration.

### Overall summary of progress

Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff.

Literacy and Numeracy data and evidence beginning to be used more effectively to monitor student progress on the Literacy and Numeracy Continuums.

Through the Systems Leadership Grant, teachers have had a valuable opportunity to further develop school-wide and inter-school relationships that allow them to explore innovative research-based teaching practices in order to create learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students use reflection on assessment and reporting processes and feedback to plan learning.	Critiquing (effective peer assessment) is used as a strategy by students in all classrooms to assist all students in improving their work and being successful.  Multiple drafts introduced into learning and teaching programs to provide regular and significant opportunities for feedback, both from peers and teachers.	
Mentoring and coaching is a focus of all staff at the school and is embedded in the school culture.	Staff attended the Performance Development: Coaching the Australian Professional Standards for Teachers course.  Relieving Principal attended a conference and shared the outcomes of the project in regards to their leadership development and their experiences of the development of a professional relationship with peers and mentors.  School provided a Peer Principal to be involved in panels as part of the External Validation process.	\$3000 – course fees and casual salaries
Teachers demonstrate a sophisticated understanding and use of assessment for, as and of learning, in determining teaching directions, school performance levels and effectiveness.	Staff meeting workshops on both the Literacy and Numeracy continuums undertaken by all teaching staff.  L3 and PLAN data entered every five weeks K–2.	

### Next Steps

Provide an opportunity for the whole staff to complete peer coaching training to establish protocols for lesson observation and feedback and promote a strong collegial teaching culture with a personal and collective responsibility for student learning and success.

Students are provided with more opportunities (and support) for self assessment so that they can become self-reflecting and self-managing learners who can identify where they are at in their learning, where they need to go, and how best to get there.

Further develop staff capacity and school systems to collect, analyse and report on whole school, stage and individual data to both guide teaching and learning and set individual learning targets.

PLAN data entered every five weeks K-6.





## Strategic Direction 3

### Community Engagement

#### Purpose

##### Building a cohesive and collaborative school community

To promote and build a positive educational community through further developing school partnerships between families and the school.

#### Overall summary of progress

Greater links have been developed between the school and the local pre-school that have improved and strengthened the Kindergarten Transition to School program. This collaboration has also improved the quality of information the school receives on their potential students and consequently the support provided to students on their commencement of Kindergarten is enhanced.

The involvement of the wider school community in school activities and student learning, including parents and families, has improved through the implementation of project based learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent surveys indicate an increase in understanding of the new National Curriculum and Literacy and Numeracy Continuums.	PLAN data and the Literacy and Numeracy continuums introduced and discussed at P&C meetings and parent interviews.	
Parent communication and surveys show an increase in the ability to support their child's learning at home.	Opportunities for students' families, as well as other people from the local community, to be involved in their child's learning through project based learning exhibitions in Yenda, at the local Centenary celebrations and also the Regional Art Gallery. Strengthening the relationship between the school and community.  Improved communication within the school community and between parents and teachers achieved through face-to-face interviews, class meetings, phone calls, Facebook and the school website.	
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	Kindergarten teacher for 2017, met with staff from the pre-school in order to establish greater links between our schools and deepen transition to school programs for Kindergarten. Each individual student participating in the 2016 Kindergarten Transition program was discussed by the Learning and Support team prior to commencement in order to tailor the program to their specific needs.  External agencies operating within the school environment to support students with additional learning needs.	

#### Next Steps

Further improve communication with parents in regards to their child's learning through digital formats.  
Develop parent forums to support their understanding of student learning into the future, the curriculum and differentiated

learning.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	School Learning Support Officer (SLSO) employed to assist with the implementation of Personalised Learning Plans for all Aboriginal students.	\$2539
<b>English language proficiency</b>	School Learning Support Officer (SLSO) employed to assist with the implementation of in-class support for all EAL/D students with a focus on vocabulary development.	\$684
<b>Low level adjustment for disability</b>	School Learning Support Officers (SLSO) employed to implement the MultiLit program and support opportunities for differentiation for those students requiring Tier 2 and Tier 3 interventions and also those accessing the Centre For Effective Reading.	\$11 543
<b>Quality Teaching, Successful Students (QTSS)</b>	The Quality Teaching, Successful Students staffing allocation was used to support a full-time temporary teacher in gaining their accreditation at Proficiency.	Staffing allocation
<b>Socio-economic background</b>	School Learning Support Officers (SLSO) employed to implement the MultiLit program and support opportunities for differentiation for those students requiring Tier 2 and Tier 3 interventions and also those accessing the Centre For Effective Reading.	\$12225
<b>Systems Leadership Grant</b>	<p>An integral component of our project has been the creation of a strong professional learning community focused on futures learning and student outcomes and skills within this context. This learning community has a strong collegial culture and is comprised of our schools and also experts from the wider educational community. The grant funds have been spent on developing high quality pedagogical knowledge and skill in evidence based strategies that support 21st century learning. The teachers implementing this pedagogy in their classrooms collaboratively planned, delivered and reviewed its effectiveness consistently throughout the project. School leaders participated in all professional learning activities alongside their teachers.</p> <p>The focus on the strategies of critiquing, multiple drafts and success criteria ensured that quality teaching remained a focus throughout the project. These influences all have a significant impact on student learning according to Hattie's effect size research. A high priority in planning for each of the PBL units was given to the development of cross-curricular skills and attributes of collaborating, communicating, creating and critical thinking. The highly differentiated nature of learning in PBL ensured that every student was engaged and learning successfully with explicit teaching and feedback being delivered (both by the teacher and by experts from within the field) in response to what students needed to learn in order to successfully complete a task.</p>	<p>\$32 599</p> <p>(Systems Leadership Grant)</p>

**Systems Leadership Grant**

The project based learning format supported a culture of high expectations for all students by challenging and supporting them at their point of need. The public exhibition component gave students purpose in their learning and ensured that they were motivated to complete their best work.

The exhibition held by each school and also through our local art gallery also provided a significant and powerful opportunity to engage parents and the wider community in expressing their aspirations for their children and education moving into the future. The exhibition at the art gallery received more than 1000 visitors. The response from parents towards this project has been overwhelmingly positive and many have asked if this initiative will move beyond the initial classes to a school wide focus as they want their children to be involved.

\$32 599  
(Systems Leadership Grant)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	95	81	85	84
Girls	71	63	60	56

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	94.9	94.3	94.7
1	97	94.3	94.8	95.4
2	95	94.3	93.5	95.2
3	95.4	93.8	95.3	94.8
4	96.3	95.1	95.2	95
5	92.7	94.3	93.2	94.5
6	93.6	94.1	95.1	93.1
All Years	94.8	94.4	94.5	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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	1.73
Other Positions	0.05

\*Full Time Equivalent

In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Yenda Public School supports the professional learning of school staff at every stage of their career. Teachers have been supported in further developing their teaching practice and significant funds were allocated to professional learning in 2016.

One teacher trained in Stage One L3. Language, Learning and Literacy (L3) is an effective research-based literacy program that is incorporated into the daily literacy program, without withdrawal, and increases opportunities for students with diverse learning needs.

As outlined in the school plan, 21st Century learning is a major focus for the school and a significant amount of professional learning was undertaken in this area, particularly in regards to Project Based Learning. All teaching staff have completed an introductory project based learning course with Engaged Learning and several staff have undertaken a more comprehensive program with Engaged Learning and the Futures Learning Unit.

All teaching staff completed Non-Crisis Intervention Training.

In 2016, one teacher completed their NSW Institute of Teachers Accreditation at proficiency. There was one full-time teacher maintaining accreditation at Professional Competence.

## 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>223 179.38</b>
Global funds	135 892.95
Tied funds	187 809.87
School & community sources	59 930.29
Interest	5 649.30
Trust receipts	20 195.59
Canteen	0.00
<b>Total income</b>	<b>632 657.38</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	47 484.68
Excursions	27 124.73
Extracurricular dissections	12 622.85
Library	2 123.78
Training & development	11 227.71
Tied funds	146 406.04
Short term relief	23 066.31
Administration & office	34 000.04
School-operated canteen	0.00
Utilities	31 435.26
Maintenance	6 140.94
Trust accounts	19 272.61
Capital programs	0.00
<b>Total expenditure</b>	<b>360 904.95</b>
<b>Balance carried forward</b>	<b>271 752.43</b>

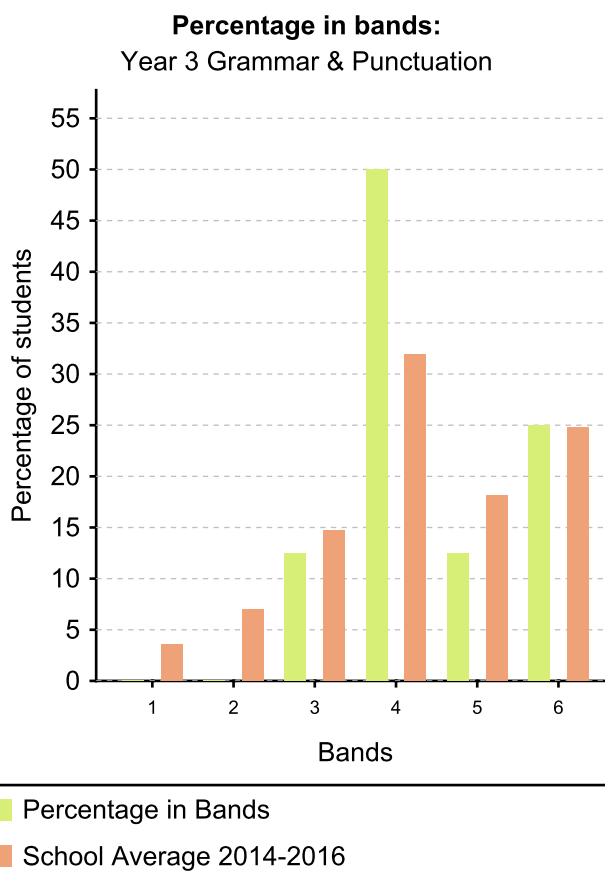
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

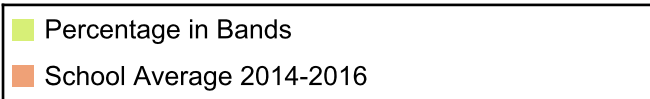
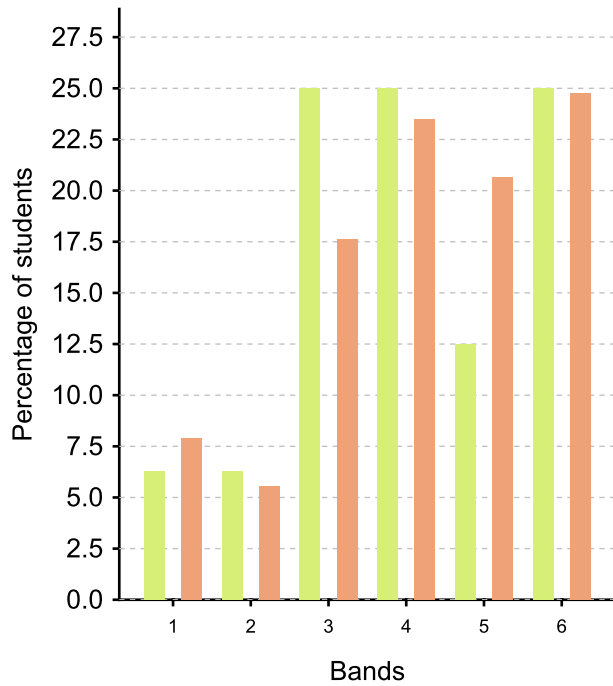
## School performance

### NAPLAN

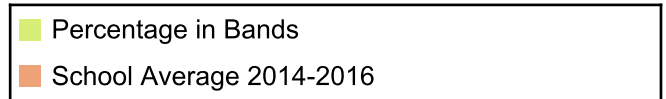
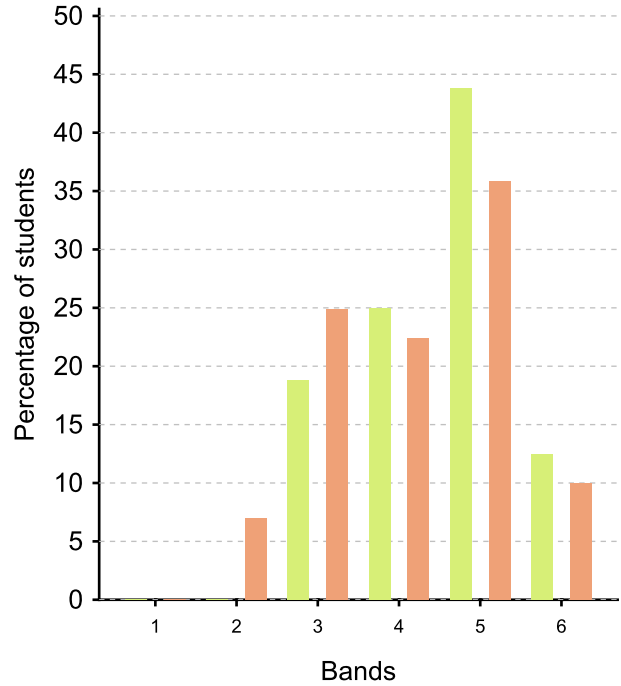
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



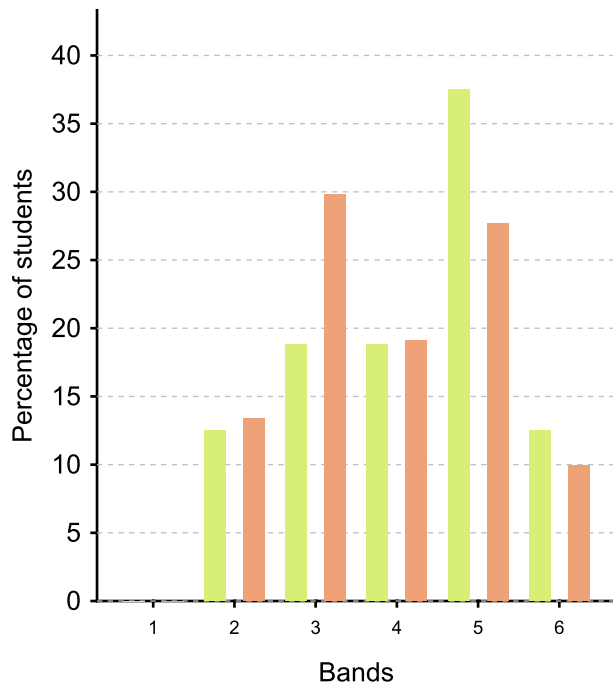
**Percentage in bands:**  
Year 3 Reading



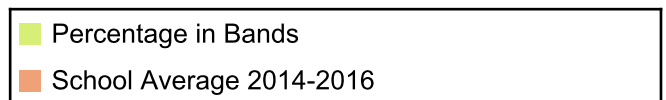
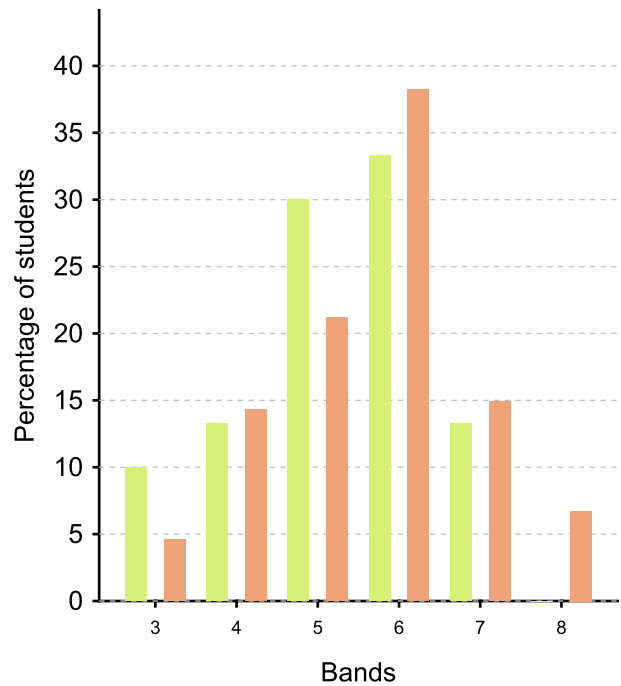
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling

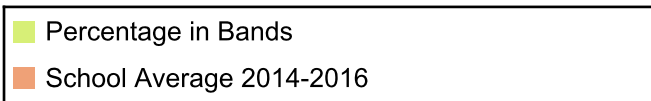
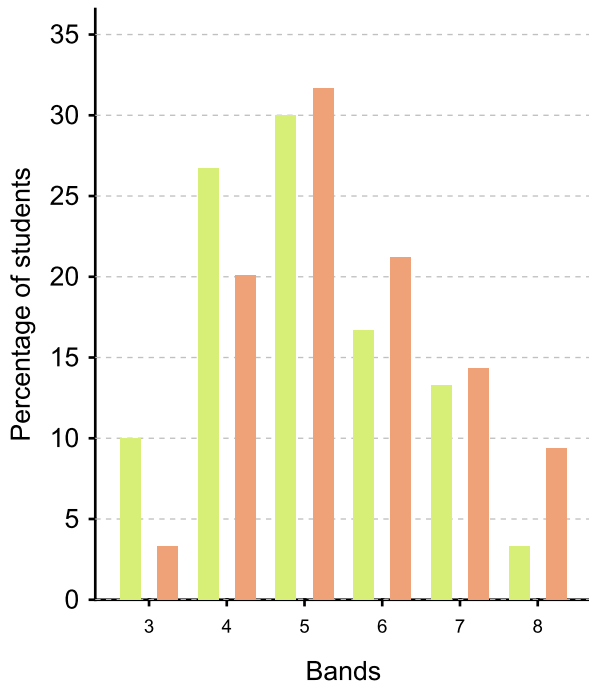


**Percentage in bands:**  
Year 5 Grammar & Punctuation

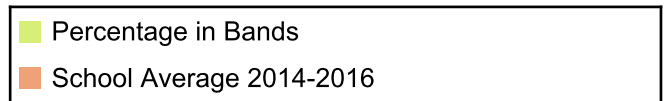
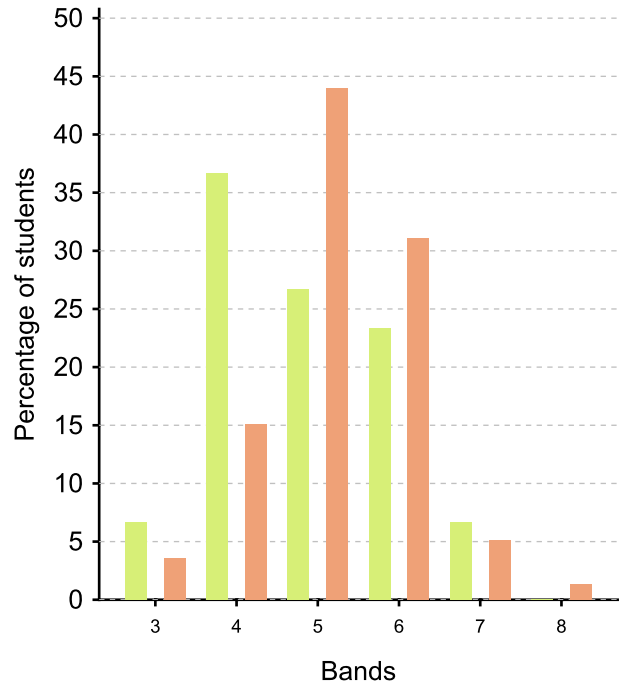




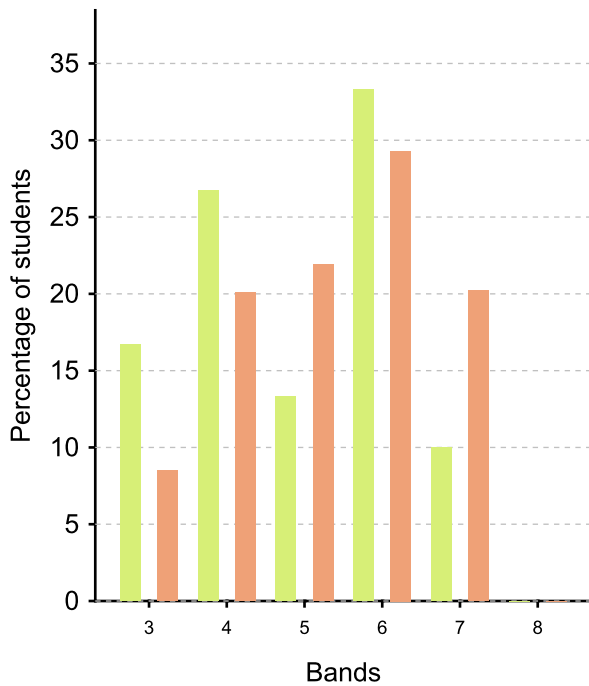
**Percentage in bands:**  
Year 5 Reading



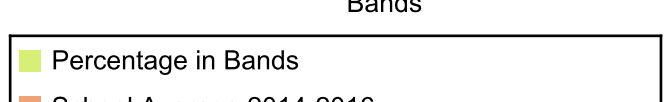
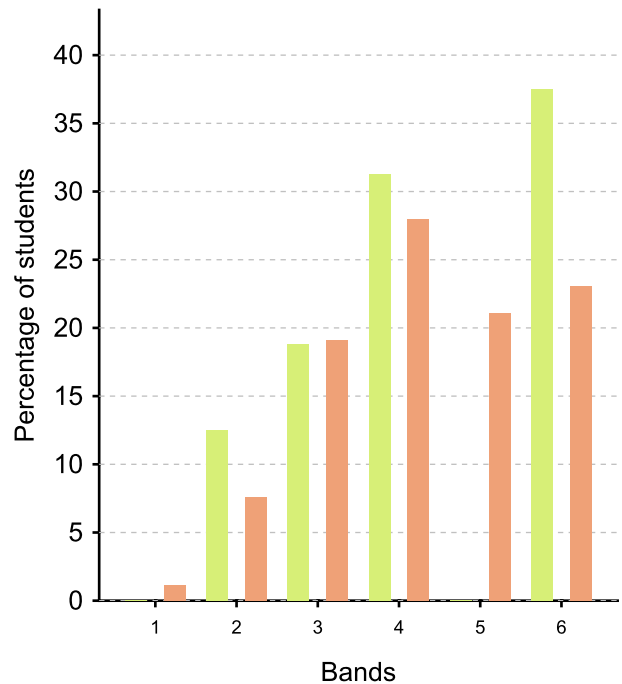
**Percentage in bands:**  
Year 5 Writing



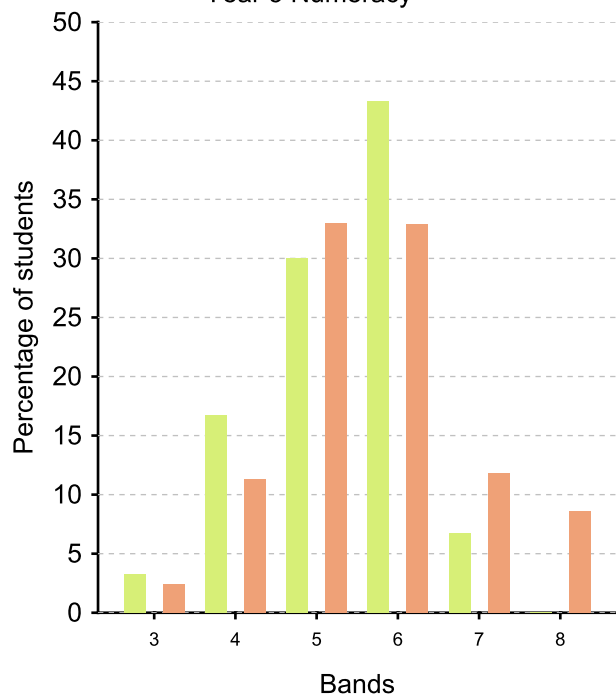
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy

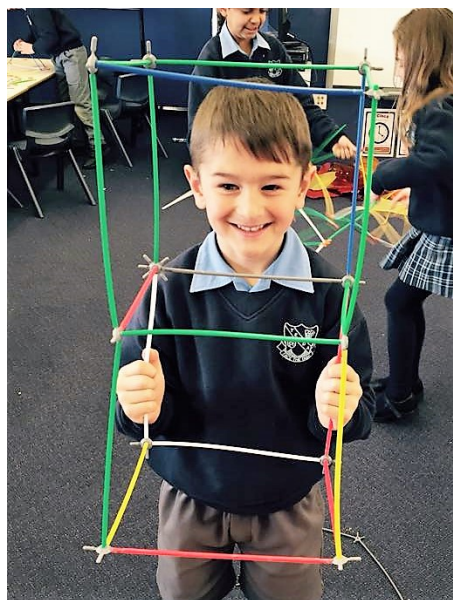


**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

In 2016, the school sought the opinions of parents, students and teachers about the school. Parent responses, where the response was 90–100%, are presented below.

- The school provides a safe and caring environment

for my child

- I feel that I can participate in decisions that affect my child at school.
- I feel welcome when visiting my child's school.
- I am comfortable talking to my child's teacher about my child.
- I am satisfied with how my child is progressing socially, emotionally and behaviourally.
- School staff are respectful and sensitive to children experiencing social, emotional and behavioural difficulties.
- I feel that my child's teacher cares about my child.

Opportunities for parent and community input were also encouraged and made available through the P&C and informal communications with parents.

All staff agreed or strongly agreed that Yenda Public School:

- maintains its main priority as meeting the needs of its students;
- encourages all students to be life-long learners; and
- is continually finding ways to improve what it does.

In 2017, we will focus on increasing our level of curriculum differentiation, targeting professional learning for teachers individually and enhancing family and school partnerships to work together in supporting student learning.

## Policy requirements

### Aboriginal education

At Yenda Public School staff acknowledge the importance and value of Aboriginal culture, by incorporating it within teaching and learning programs.

Personalised Learning Plans were developed in consultation with parents, the classroom teacher, the Learning and Support Team and the individual student. This process enabled the development of clear learning goals for Aboriginal students and also established parent teacher relationships and effective communication.

Yenda Public School received Aboriginal Background funding. Our resource allocation and action plan for 2016 in this area included:

- Employing a School Learning Support Officer (SLSO) to assist with the implementation of Personalised Learning Plans for all Aboriginal students.
- Representatives from the local Aboriginal community involved in our projects for the Yenda Centenary celebrations.

- Day of learning experiences and celebrations for NAIDOC week.
- Continuation of the 'Acknowledge of Country' presentation at all major school functions, performed by our Indigenous students.

### **Multicultural and anti-racism education**

Yenda Public School values the rich multicultural nature of Australian society and celebrates the diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events.

Students of non-English speaking backgrounds are highly supported through a differentiated curriculum, directly linked to classroom activities and specific areas of need for each student.

Yenda Public School has, and will continue to, promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.