

# Yanco Public School

## Annual Report



2017



3536

## Introduction

The Annual Report for **2017** 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.

Tarnya Grigg

Principal

### School contact details

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### Message from the Principal

The Yanco Public School community is committed to encouraging and motivating all students to build and develop the skills and knowledge they need to become respectful young citizens aspiring to achieve their best.

Teaching staff place high expectations on all students encouraging every student to acknowledge they can achieve and gain success through developing a positive mindset and simply having a go.

Our school is very fortunate to have a hard working P and C, local community groups, parents and staff who dedicate their time to sustaining and improving our learning environment for all Yanco Public School students.

Yanco Public School has committed teaching staff that work together to best meet the needs of all of our students. It is a very rewarding experience to see our Kindergarten children grow and build their skills and knowledge over time. We have a hard working group of students in our school who display a high level of pride in their learning environment. Our learning focuses on the literacy and numeracy needs of all students catering to their individual needs. We encourage and plan for our students to be part of LNPSSA sporting events and small school curricular activities to build social connections with peers from other schools in our local area. We also enjoy planning opportunities for our students to participate in engaging excursions and extra-curricular activities.

## 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 one 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. 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. With a focus on data analysis, feedback and ongoing evaluation by teaching staff the following information was gathered.

#### **Learning:**

In the elements of learning the school is 'sustaining and growing' in the elements of learning culture, wellbeing, curriculum, assessment and 'delivering' in reporting and student performance measures.

**Teaching:** Overall the school is 'sustaining and growing' in effective classroom practice, data and skills use, professional standards and learning and development.

**Leading:** In the leading elements the school is 'delivering' in the areas of educational leadership, school planning, implementation and reporting and management practices and processes. The school is 'sustaining and growing' in the element of school resources.

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

For more information about the School Excellence Framework:

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

## 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

In 2017 teaching staff participated in Language, Learning and Literacy training (L3) Early Stage One which was led by our Instructional Leader. Teachers were provided with ongoing support to assist with understanding the importance of data analysis, monitoring Continuum data, L3 data and tiered interventions. Teachers are able to specifically identify learning needs and differentiate activities to improve learning outcomes for all students. Programs, resources and learning materials have been organised and managed to effectively and efficiently build skills and knowledge allowing all students to become successful learners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students at or above cluster/year expectations in all aspects of literacy and numeracy continuum data.	EAFS \$9,573	75% of Kindergarten, 100% of Year 1 and 100% of Year 2 students at or above cluster outcomes for reading and comprehension. 85% of K-6 students are on track in numeracy. All students entered in PLAN software every five weeks. Student progress monitored by Instructional Leader.
8% increase in the proportion of students in the top two NAPLAN bands.	EAFS \$9,573	Due to the small cohort of students in 2016 and 2017 it is difficult to gauge growth in Naplan bands.  In 2017 Year 3 performed well in writing. Year 5 performed well in reading.
30% increase in Indigenous students represented in proficiency bands in NAPLAN assessments.	\$4,000 SLSO \$2,000 RFW	Small cohort of students. No comments will be provided to avoid students being identified.
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.	EAFS TPL literacy and Numeracy \$2,500 PLPs \$4,000	All students plotted on literacy and numeracy continuums and PLAN software.  Tiered interventions in place for students in K.1.2 and Year 3 as identified by the Instructional Leader and classroom teacher. Language, learning and literacy embedded in K.1.2 classroom. 100% of students had a Personalised Learning Plan in place created in three-way interviews.
Performance for equity groups within school cohorts is comparable to, or better than, the performance of all students in the school	EAFS and SLSO \$20,059	School Learning Support Officer employed to support ongoing learning in small group and individual settings. Students requiring support participate in the MiniLit and MultiLit.

#### Next Steps

-Participation in Language, Learning and Literacy training Stage One with the school's Instructional Leader.

- Both class teachers participating in Building Numeracy Leadership (BNL) with the school's Instructional Leader.
- Personalised Learning Plans and Tiered Interventions are to be updated for required students.
- Teaching staff to ensure their Performance Development Plans align to the school plan and the Australian Professional Standards for teachers.
- Develop assessment process and teacher practice to ensure consistent teacher judgement.
- With the support of the Instructional Leader build on teacher confidence in using Progressions in literacy and numeracy.
- Continuation of learning support with Learning and Support Officer through MiniLit and MultiLit programs.

## 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 as a community has worked hard to build the core values of Respect, Responsibility, Care and Excellence into all that we do. Students are continually improving in their ability to display and encourage in others appropriate behaviours that ensure a harmonious and productive learning environment for all students and teachers. To allow all students at Yanco Public School to participate in a range of learning experiences the school has offered several programs to ensure accessibility for all students. The Little Learners program has improved the confidence and social skills of our younger students. Offering a five week athletics program, music program and participation in activities such as KROP, Leeton Eisteddfod, LNPSSA sport and Small School combined activity events reduces the impact of socio-economic status and availability of services.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Kindergarten enrolments demonstrate higher school readiness based on Best Start and/or AEID data and have access to early learning experiences.	Teacher and SLSO \$10,560 Resources \$1,611	Increasing number of Kindergarten students 87% ready for learning in the K.1.2 setting due to access of the Little Learners program. Extended Kindergarten Transition enabled students to develop basic skills for beginning of Kindergarten.
All students will demonstrate considerable improvement in their behaviour, social, leadership and citizenship choices.	Young Leaders \$1,353 GRIP \$700 Leadership \$370	All students in K.1.2 and 91% of 3–6 students participated in the end of term behaviour reward afternoon in Term 4.  Students displaying an increased ability to follow the four core values in school and public settings.
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.	Music Program \$5,000 Excursions, KROP, bus subsidy, sport, ICAS \$5,000	School Chaplain review. Analysis of survey response data to refine welfare system processes. Completed Term 4 trial of Student Welfare and Discipline Policy. Feedback/surveys of trial. Exit surveys with parents. Community survey. Staff survey.

#### Next Steps

- Continue and build the Little Learners program.
- Provide opportunities for participation in sport activities that build skills and confidence.
- Continuation of end of term reward afternoon to promote positive behaviour.
- School Chaplain to support the social, emotional and wellbeing of all students and parents if required.
- Continue open and supportive channels of communication for all families.

## 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

In 2017 Yanco Public School experienced a high level of support from community groups, parents and extended family members. Changing our two term assemblies to include a shared lunch and open classrooms heightened the involvement of parents and carers in our school community activities. Local groups such as the Leeton Men's Shed and Yanco CWA have been involved in supporting our activities. A Yanco Public School Facebook page was instigated to increase the community's awareness of the positive experiences taking place for students at Yanco Public School. The school community has worked with local groups to support their events and promote Yanco Public School as an integral element of the Yanco Community building a level of respect and pride in our students towards their community. regular entries in the local newspaper have ensure the wider community is more aware of our learning environment and what is offered to students. The Little Learners program has continued to promote the school and increase enrolment numbers in Kindergarten year groups. Surveys indicated in 2017 a high level of satisfaction from parents and carers regarding the range of programs provided for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Community engagement \$1,500 Long Lunch Assembly morning tea	* A calendar is included in weekly newsletters, regular updates on Yanco PS Facebook regarding upcoming events and a school app to inform parents of school happenings.  * Ongoing support for the school assembly, shared lunch and open classrooms twice a term.
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.	\$300 School Bag app	* Draft 2018–20 School Plan. Evaluations of parent participation data in assemblies, surveys and School Plan processes.  *Parent surveys suggested a high level of support for extra-curricular programs ie: Breakfast Program, Chaplain Program, Kitchen Garden program and Canteen Meal Deal, Athletics Program, Music Program.
Attendance of parents/carers for equity groups within school cohorts is comparable to the performance of all students in the school.		A classroom booklet is planned for each class group to keep parents and carers informed of classroom procedures.  75% of parents and carers involved in Personalised Learning Plan interviews.  The number of informal conversations with parents and carers regarding teaching and learning has increased with the introduction of shared lunches and open classrooms each term.

#### Next Steps

- Continue to use the school Facebook page as a platform to inform the community about Yanco Public School.
- Survey all stakeholders to monitor and adjust where necessary the planning of school events and programs to suit preferences of the community.
- Continue to host events that are relaxed and engaging to encourage parents, carers and community groups to remain involved in our school.
- Encourage and work with students and families to build participation in extra-curricular activities such as performing arts, sport and community events.
- Involvement of parents and carers in Personalised Learning Plans.
- Introduction of a checklist report in Term 1 and Term 3 to highlight any particular areas of need.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Funding	<ul style="list-style-type: none"> <li>* 100% of Aboriginal students supported through the implementation of Personalised Learning Plans.</li> <li>* Personalised adjustments and whole school incentives were implemented to improve attendance and engagement</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> </ul>
<b>Low level adjustment for disability</b>	Flexible funding and staff funding utilised	<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>• 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.026–Additional Staffing entitlement	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students additional teachers employed to enable additional support to all students and placing teachers on Temporary engagements ensures consistency in teaching and familiarity with students.</li> </ul>
<b>Socio–economic background</b>	Flexible funding and staff funding utilised	<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, Life Education, Breakfast program and Kitchen Garden program..</li> <li>• Improving students’ access to a wider range of curriculum learning experiences, with implementation of an Excursion Planning Matrix and excursions to Narrandera Fisheries (K/1/2), Ballarat(Year 3 –6).</li> <li>• Increased the level of student participation and engagement in learning by providing transport subsidies for all school activities that</li> </ul>

<p><b>Socio-economic background</b></p>	<p>Flexible funding and staff funding utilised</p>	<p>require the use of bus transport.</p> <ul style="list-style-type: none"> <li>• Improving partnerships between the school, parents and carers by developing a sustained, positive and inclusive school culture by hosting a community shared lunch, whole school assembly and open classrooms</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>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	17	20	16
Girls	21	15	17	22

Enrolments continue to remain steady at Yanco Public School. In 2017 most of the Kindergarten students had participated in the Little Learners program in the two years prior to commencing Kindergarten. Many of our current families have younger children that we anticipate will enrol in Little Learners and Kindergarten in the coming years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	96.9	93.1	96.1
1	98	91.7	97.8	92.9
2	91	88.4	94	95.1
3	95	96.4	92.5	97
4	92.4	98.4	93.5	96.8
5	96.4	95.6	97.8	96.9
6	97	97.5	93.7	95.4
All Years	94.5	95	94.5	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Teachers regularly monitor student attendance. If attendance issues with individual students occur parents and carers are contacted. If after extensive contact and meeting with parents and carers there is no resolution the Home School Liaison Officer will be contacted. Teaching staff diligently plan learning and extra – curricular events to promote a learning environment that is productive, engaging and targets the learning needs and interests of all students.

## Class sizes

Class	Total
K/1/2	21
3/4/5/6	18

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.94
Other Positions	0

\*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.

A School Learning Support Officer works with students in classrooms and on individual programs and the general assistant maintains the high standard of the school facilities. We currently have no staff members that identify as Aboriginal.

### Workforce retention

Currently Yanco Public School employs two permanent teachers increasing the level of stability for our students. Our school has two classroom groups a K.1.2 and a 3–6 classroom. Temporary teachers are employed with specific teaching and learning interests to best meet the individualised needs of our students in all areas of learning.

### 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

All teachers participated in a range of professional learning activities throughout the year that were related to the School Plan strategic directions as well as specific skill requirements of teaching staff. Yanco Public School is committed to the ongoing training and development of pedagogy in all teaching staff. In 2017 staff participated in:

–Visible Learning

–Mandatory Training for Code of Conduct, CPR and Anaphylaxis

–As an Early Action For Success School staff participated in ongoing Stage 1 L3 in 2017

–Performance and Development Framework and accreditation for pre–2004 teachers

–Informal ICT sessions to up skill teaching staff

–Beginning teachers Programs

–Meetings with the school Instructional Leader to discuss data analysis, use of the continuums, PLAN data, L3 data

–LMBR Training sessions

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>89,300</b>
Global funds	50,510
Tied funds	49,380
School & community sources	8,270
Interest	1,008
Trust receipts	898
Canteen	0
<b>Total Receipts</b>	<b>110,066</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,333
Excursions	1,350
Extracurricular dissections	7,880
Library	491
Training & Development	0
Tied Funds Payments	63,318
Short Term Relief	2,743
Administration & Office	22,028
Canteen Payments	0
Utilities	7,341
Maintenance	7,056
Trust Payments	734
Capital Programs	0
<b>Total Payments</b>	<b>117,274</b>
<b>Balance carried forward</b>	<b>82,093</b>

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>161,702</b>
Appropriation	148,209
Sale of Goods and Services	725
Grants and Contributions	12,627
Gain and Loss	0
Other Revenue	0
Investment Income	141
<b>Expenses</b>	<b>-76,045</b>
Recurrent Expenses	-76,045
Employee Related	-39,809
Operating Expenses	-36,236
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>85,657</b>
<b>Balance Carried Forward</b>	<b>85,657</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school budget is constructed by the Principal, School Administration Manager and teaching staff. The statement exhibits an accurate view of the income and expenses of the school in 2017.

### **Financial summary equity funding**

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	438,349
Base Per Capita	5,655
Base Location	9,308
Other Base	423,386
<b>Equity Total</b>	87,131
Equity Aboriginal	6,777
Equity Socio economic	43,992
Equity Language	0
Equity Disability	36,362
<b>Targeted Total</b>	0
<b>Other Total</b>	2,661
<b>Grand Total</b>	528,141

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

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

### School-based assessment

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums
- Student surveys
- Parent Surveys
- Observations
- In-class assessment

### 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. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through various forms students, staff and the parent community were asked to provide feedback on the implementation of programs at the school.

### Students

The student survey measures indicators based on the most recent research on school and classroom effectiveness.

Overall students felt:

Safe and happy at Yanco PS. Students understand that they are expected to follow the four core values of respect, responsibility, care and excellence. Most students feel that the discipline policy is fair. Students are aware that their teachers are supportive and encouraging.

### Teachers

Tell Them From Me survey completed in 2017 "Focus on Learning" for Teachers gave the following data:

**Leadership:** Leaders helped in establishing challenging and visible learning goals for students. School leaders have provided useful feedback about teaching and teachers work with school leaders to ensure a safe and orderly school environment.

**Collaboration:** Teachers work together to develop cross-curricular or common learning opportunities. A high level of discussion and collaboration regarding student assessment and learning concerns with particular students.

**Learning Culture:** Monitoring of the progress of individual students and discussions based around barriers to learning. Teaching staff set high expectations for all students.

**Data informs practice:** Teachers reported a high level of ability to utilise data to determine where to next for students. Teaching programs and differentiated teaching reflects analysis of assessment data.

**Teaching Strategies:** Teachers suggested they discuss with students ways of seeking support that will

increase learning. Teachers link new concepts taught to previously learnt skills and knowledge.

**Technology:** Data was not included in the report due to too few responses.

**Inclusive School:** The survey suggested teachers feel they are able to assist students with special learning needs and that they strive to understand the learning needs of individuals. Clear expectations are placed on all students regarding behaviour. Learning programs are inclusive for all students.

### 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 paper surveys were returned, a survey was placed on the Yanco PS Facebook site which received a greater response:

- 100% of parents were happy with the implementation of a Breakfast Program
- 50% of parents believed the students should be allocated more time to the Kitchen Garden program
- 100% of parents supported the weekly canteen meal deal
- 100% of parents would like to see the Little Learners program continue
- 100% of parents agreed that channels of communication are effective

Overall parents believe in 2017 there was a positive culture of learning and wellbeing within the school. Their children are happy to come to school and their children feel happy and safe in the learning environment.

## Policy requirements

### Aboriginal education

In 2017 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. A local Aboriginal artist created some paintings for the entry to our school administration block.

### 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 2017 Harmony Day was celebrated with in class activities.

Students also participated in the Country Women's Association International Day study of Nepal. Students in Years 3–6 students completed research projects about Nepal, while students in K/1/2 performed at the Yanco CWA Hall for members of the group on International Day. Students in K.1.2 completed a unit of work learning about the country of Germany.