

Yenda Public School

Annual Report



2018



3554

Introduction

The Annual Report for **2018** 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.

Belinda Wallace

Principal

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Message from the Principal

At Yenda Public School we are driven by our school motto: Face the Task. This determination supports students and staff in a pursuit of excellence and is key to all decisions and activities that occur on a daily basis at school. Our staff are encouraged and supported to challenge themselves and the children each day. Our staff are incredibly hard working, professional and caring. They provide a broad range of learning experiences for all students. The staff are encouraged to treat all students as individuals. Teachers are able to identify, plan, teach and assess the literacy and numeracy needs of students within their classrooms, while also supporting students social and emotional wellbeing. Teachers embrace and provide new and innovative learning experiences across all Key Learning Areas. Our school community is extremely passionate and proud of the school their children attend. Parents are engaged through various forms of social media and verbal feedback about learning occurring in the classroom. The school is fortunate to have a strong and committed P&C committee who meet regularly to share successes and plan for the future. Yenda Public School is an amazing, dynamic and engaging learning environment. We are constantly challenging ourselves to excel. The future looks bright for our school.

School background

School vision statement

At Yenda Public School we will empower learners by working in a partnership within and beyond our school in a collaborative, strategic and accountable way. We will inspire the development of resilient, confident, engaged and innovative individuals, fostering an environment of creative, critical and resourceful thinkers. We will work toward our shared vision of educational excellence through quality teaching, learning and leadership.

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 117 students ranging from Kindergarten through to Year 6, across five classes. We are a school that endeavours to provide excellence in 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 undertake 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

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 an external validation. 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.

The results of this process indicated:

- In the domain of Learning the school's self-assessment is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework. In the element of Assessment the evidence presented indicates the school is operating at the Delivering stage. In the element of Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.
- In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework
- In the domain of Leading the schools self-assessment is consistent with the evident presented in 3 elements, and is validated using the School Excellence Framework. In the element of Educational Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage.

School Self-Assessment

Due to a smaller staff population, the leadership team made a commitment to lead the school self-assessment process, and include all staff in evaluation activities. The Principal prepared the external validation submission with frequent opportunities for staff to provide feedback and contribute evidence.

Three staff meeting sessions were dedicated to reflect on school performance against the School Excellence Framework, and to the discussion of evidence and 'where to next?' discussions.

Evidence sets describing the schools practices were identified by the executive in consultation with the teaching staff

early in 2018. Collaboratively, staff engaged in discussion to consider the statement of excellence for each element of the School Excellence Framework and time was given to reflect upon those school practices that supported the statement of excellence. Evidence was collected and mapped using the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

- Delivering in Learning Culture
- Sustaining and Growing in Wellbeing
- Delivering in Curriculum
- Delivering in Assessment
- Delivering in Reporting
- Working Toward Delivering in Student Performance Measures

In the domain of learning, Yenda Public School strives to develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence. It is responsive to the needs of all students, allowing them to excel by working in partnership with families.

The school is directed by the School Plan 2018 – 2020. This plan is point of reference for the school community and is central to school decision making. The school values the importance of high expectations, and consistent implementation of research and evidence based structures to support the learning of all students.

Staff understand that there is a need to provide adjusted learning for all students, with additional accommodations for identified students. The implementation of a school wide literacy program aims to lift the literacy skills, achievement and educational access for all students, with an additional result of increased student wellbeing.

Positive Behaviour for Learning (PBL) is in the early stages of implementation, providing all students with the environment for outstanding learning achievement. This coupled with rigorous and data driven teaching and learning practices aims to increase student performance measures over time. Staff recognise the need to embed practices and ensure that they do not hinge on the expertise of any single person, rather a collective and shared approach of all staff. Whole school adoption of the Literacy Code has provided the school and community with common language, with a positive impact on teacher programming, assessing and reporting. It has allowed teachers to deliver differentiated lessons by grouping like learners and focusing on learning skills for literacy. The school invests in additional staff to provide teachers with shoulder to shoulder support to engage in learning experiences. Teaching staff are co-developing scope and sequences for all KLA's that provide consistency across stages and year groups, allowing for common content and learning outcomes.

Student academic reports reflect the achievements of all students, with clear and concise accounts of the learning journey including future learning goals.

Yenda Public School has strong programs in place to assist in the transition to school for Kindergarten students, as well as younger students in the school community through the Kidz Konnect program. Students are equally supported in their transition from Year 6 to High School through cross school 'middle school' programs, with both transition programs aiming to develop confidence and familiarity in students, parents and the school community.

Staff utilise a variety of data to inform teaching and learning. Internal assessment schedules are being developed, alongside data entry procedures to encourage deep knowledge of student achievement and understanding by all teachers. Whole staff analysis of external assessments and data provides feedback and information regarding student growth and trends across student performance.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

- Delivering in Effective Classroom Practice
- Delivering in Data Skills and Use
- Delivering in Professional Standards
- Delivering in Learning and Development

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Programming and planning is monitored, however, further development of support structures such as scope and sequences and whole school assessment schedules will further support the effectiveness of this. Class teachers and support staff operate effectively to develop deep connections with students and create learning environments that are safe and well managed.

Student data is used to drive teaching programs alongside individual student goals, collaboration with families and

students, and whole school reflections on performance measures. Student performance is recorded and used regularly to help monitor learning progress and to identify skill gaps for improvement. Student tracking checklists have been developed for use in literacy, with students showing significant improvement in reading and writing. These supportive structures will continue to be embedded across all KLA's.

Professional Development sessions enable staff to understand the curriculum and syllabus, literacy and numeracy progressions, and decide on strategies and lesson plans that will ensure student growth. Classroom teachers use up to date data regarding the students they teach to develop and implement differentiated, engaging and meaningful programs tailored to suit student needs based on the progressions and implementation of the Australian Curriculum requirements.

Staff value collaborative practice, with the teacher mentor role being key to facilitating this. The teacher mentor works shoulder to shoulder with teaching staff, modelling best practice, facilitating effective feedback, and supporting collegial relationships. Collaborative learning, planning, evaluation, assessing and analysing teaching and learning assist to identify areas of improvement to engage or improve student performance, growth and engagement. Teachers engage in peer and supervisor observations and receive feedback on planning, content and delivery to improve teaching practice.

Yenda Public School is implementing Positive Behaviour for Learning and is embedding this methodology into school practice. This is supported by linking PBL professional learning, PDP's and the school plan, ensuring that adequate time and resources are available to meet the needs of teachers. Beginning and early years teachers are supported through negotiated professional development plans with supervision to ensure that professional needs and teacher improvement occurs.

There is a particular focus on linking the school plan with individual teacher goals and teaching standards. Professional learning activities are focused on building the staff's understandings of effective teaching strategies to meet the strategic directions of the school.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

- Delivering in Educational Leadership
- Delivering in School Planning, Implementation and Reporting
- Delivering in School Resources
- Delivering in Management Practices and Processes

Communication is valued at Yenda Public School. To ensure effectiveness of practice and processes, all relevant people need to be accurately provided with consistent information. Meetings are an important part of our communication and school development processes. The focus of meetings varies, with a consistent emphasis on currency of information, collaborative practice and effective feedback. Meetings cover administrative practices, professional learning, beginning teacher support, collaborative feedback and reflection and data analysis.

Changes to policy and updating and embedding procedures are continually revised and developed to ensure a clear line of planning, budgeting and accurate information sharing.

Teachers use Performance and Development Plans to link professional learning needs to the school plan. These plans are jointly developed by teachers and the Principal and are enabled through school funds to ensure staff development is ongoing and delivered to meet whole staff and individual needs.

The schools financial and physical resources are utilised to deliver quality student learning and to best meet the needs of the school community. School grounds are used to support the Kidz Konnect program, and to support teaching and learning programs.

Teachers use student performance data to evaluate the effectiveness of teaching practices. NAPLAN results are analysed through Scout, with all staff being supported in data literacy and evaluation. Teachers are supported in identifying and understanding whole year trends and performance.

Teachers are provided with targeted time for professional learning, and are aware of the milestones set for school achievement. School funds are allocated to providing teachers with teacher mentor time to present, discuss and analyse data across all stages. This has allowed for teacher growth and deeper understanding of the importance of consistent teacher judgement.

The leadership team are developing strategies to enhance the leadership capacity of teaching staff by increasing opportunities for responsibility and leadership. Specific roles and responsibilities are delegated as appropriate across school executive and class teachers, allowing for opportunities to develop leadership skills and professional development.

Yenda Public School has established productive relationships with the wider community, and the community of Griffith.

The Yenda Community view the school as a community resource, and recognise the dedication of teaching staff to student achievement. The leadership team frequently seek opportunities to receive and analyse feedback from the entire school community, using this information to evaluate progress within the school plan.

Our self-assessment and the external validation 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

Purpose

Create a stimulating and engaging learning environment, underpinned by effective, explicit, and research based teaching methods aimed at differentiating and optimising learning for all students across the school underpinned by high expectations and quality teaching practices.

Overall summary of progress

A team was formed to support professional learning and plan for the implementation of visible learning strategies and instructional rounds. The team attended 2 workshops with David Hopkins as part of a greater Curiosity and Powerful Learning network. This team is now using the information gathered at these workshops to plan the implementation of instructional rounds, with an aim to support teacher performance and increase student achievement.

The Yenda Public School teaching team worked closely with Department of Education support services to explore in depth student achievement data. Teachers used NAPLAN data, as well as additional school based data from ACER and The Literacy Code to continue to analyse student progress. Findings from this analysis provided direction for future professional learning, as well as support and development for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of teachers who are confident practitioners of visible learning strategies in their classrooms.	\$7000 Professional Learning Teacher release	Curiosity and Powerful Learning Leadership team formed and completed initial training in 2018.
All students have goals which are set in collaboration with their parents and teachers, based on their personalised learning data.	\$1200 Professional learning	Parents, students and teachers met twice in the year to set and evaluate individual goals for each student K–6.

Next Steps

Ongoing professional learning with David Hopkins through the Curiosity and Powerful Learning network.

Beginning implementation of instructional rounds for all teachers.

Ongoing use of data to inform planning and teaching.



Strategic Direction 2

Learning Excellence

Purpose

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsive to the needs of all students allowing them to excel by working in partnership with families.

Overall summary of progress

Research, collaborative practice and professional learning resulted in the implementation of the Literacy Code, which is a whole school approach to teaching literacy skills. Two staff members visited Sunshine Bay Public School and Narooma Public School to see how they teach literacy through the use of synthetic phonics. Staff from Sunshine Bay Public School delivered targeted and personalised professional learning to all staff at Yenda Public School, where over the course of the year, all elements were introduced to classrooms.

All teaching staff contributed to the development of updated scope and sequences for all KLA's, with a particular focus on ensuring that all programming aligned with new syllabus content. The result of this is that all teachers will start the 2019 school year with a clear and current scope of learning for all stages which is supported by a whole school assessment schedule.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth as triangulated by NAPLAN, ACER and Continuum data.	\$10000 ACER subscription Professional Learning	ACER assessment resources purchased and utilised. Professional learning delivered to help teachers use and manage student achievement data. Literacy Code fully implemented across the school.
Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019.	\$25000 Additional teacher time	Teacher mentor position supported the teaching of literacy and numeracy in all classrooms and analysis of student achievement data.

Next Steps

Continued implementation of The Literacy Code in all classes with scheduled review intervals.

Implementation of revised scope and sequence documents for all stages and KLA's with scheduled review intervals.



Strategic Direction 3

Wellbeing

Purpose

To provide a school environment that collectively nurtures the growth and development of all students with a focus on building trusting and respectful relationships that allow all students to connect, succeed and thrive across all settings.

Overall summary of progress

A Positive Behaviour for Learning (PBL) team was formed with the aim to support the teaching and learning environment and culture of Yenda Public School. The team participated in the PBL Universals training throughout the year, which led to the creation of an expected behaviours matrix for all non-classroom areas. Community consultation was used to form values for the school, with respect, responsibility and resilience being selected.

Students, staff and the community participated in the Tell Them From Me Wellbeing survey. Participation rates were low in the community and staff surveys, however, results gathered indicated that students felt safe, happy and supported at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students who identify that they are actively connected to their learning socially and emotionally as measured through the ACER Wellbeing Survey and Tell Them From Me.	\$1500 Online assessment platform	Students completed wellbeing surveys throughout the year. Results were analysed by the Learning Support Team.
Increase the percentage of students who feel respected, valued and have established positive relationships within the school. Evaluate the effectiveness of PBL programs through the use of self evaluation tools.	\$5000 Professional Learning	Student feedback from surveys indicated a 19% increase in student satisfaction with relationships in the school PBL implementation and training commenced in 2018.

Next Steps

Commence exploring and validating implementation of the School Wellbeing Framework

Continue implementation of Positive Behaviour for Learning

Continue to collect data relating to student well being through Tell Them From Me or ACER Wellbeing survey.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10128 SLSO employment Bus transport Excursion fees	SLSO support in classes provided targeted programs to identified students. Student growth was evident in all targeted students in literacy and numeracy. Increased student attendance at excursions and events due to travel subsidy.
English language proficiency	\$1938 Learning and support teacher release	EAL/D scales were completed for identified students, allowing for appropriate differentiation and curriculum adjustments to be made. Inclusion of targeted students in learning and support groups enhanced students literacy skills.
Low level adjustment for disability	\$43955 SLSO employment	Two support groups ran weekly with the Learning and Support teacher, supporting literacy skills. SLSO support in all classrooms, assisting with literacy program implementation and targeted numeracy groups. MaqLit program delivered to 2 groups of students.
Quality Teaching, Successful Students (QTSS)	\$21864 Teacher mentor Professional learning	The teacher mentor successfully implemented a whole school literacy program. Data was submitted and analysed twice per term to track student achievement.
Socio-economic background	\$35676	Increased number of students participating in all excursions Increased access to technology and innovative learning platforms



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	85	84	81	74
Girls	60	56	44	45

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94.7	95.6	95.2
1	94.8	95.4	92.4	94.5
2	93.5	95.2	93.7	95.1
3	95.3	94.8	96.4	86.6
4	95.2	95	89.4	92.3
5	93.2	94.5	93.6	93.4
6	95.1	93.1	94.3	91.1
All Years	94.5	94.5	93.7	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored by all teachers, administrative staff and the School Principal as per Department of Education guidelines and procedures.

Parents are contacted to address attendance concerns, and individualised attendance plans implemented.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.62
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.73

*Full Time Equivalent

In 2018 no members of the workforce identified as being of Aboriginal or Torres Straight 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	100
Postgraduate degree	0

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 2018.

All teachers and SLSO's participated in teaching literacy using synthetic phonics professional learning to support the implementation of a whole school literacy program.

4 teachers completed the Positive Behaviour for Learning Universals training to support the implementation of PBL at Yenda Public School.

2 teachers travelled to Sunshine Bay Public School and Narooma Public School to observe the effective use of synthetic phonics in literacy education. This led to further professional learning for all staff to implement a whole school program.

3 teachers participated in the Curiosity and Powerful Learning training delivered by David Hopkins. This will support Yenda Public School in implementing instructional rounds and increasing teacher and student feedback.

The Principal attended training in Scout, which support the management and analysis of school based data.

3 teachers participated in professional learning which introduced schools to the new learning progressions, as well as PLAN2 and Best Start.

All staff completed mandatory training in child protection, CPR and anaphylaxis, and the Code of Conduct.

The Principal and Administrative staff attended professional learning to support the roll out of a new HR system across the department of education.

The Principal attended training to support teachers achieving higher levels of accreditation. Currently, all teachers are accredited as proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	291,623
Revenue	1,392,743
Appropriation	1,421,481
Sale of Goods and Services	442
Grants and Contributions	-32,876
Gain and Loss	0
Other Revenue	1,043
Investment Income	2,653
Expenses	-1,323,187
Recurrent Expenses	-1,323,187
Employee Related	-1,187,877
Operating Expenses	-135,310
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	69,556
Balance Carried Forward	361,179

The financial summary table covers the years income and expenditure, and details a balance carried forward for future use.

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

In semester 1 a teacher mentor position was created supported by the school's Resource Allocation Model. This significant commitment was made to support additional teacher time in each classroom in order to provide greater feedback, and to work shoulder to shoulder with each teacher in the school.

Beginning teacher funding was received to support a new graduate teacher in the school, and to provide additional support during the teachers time at Yenda Public School.

Significant funds were expended on SLSO staff to implement MaqLit programs, and to provide targeted support in classrooms.

Significant funds were also spent on professional learning in 2018, providing all staff with the opportunity to receive training and support in implementing a new literacy approach.

Funds that are carried forward into 2019 have been allocated to updating technology, continuing with the teacher mentor role, and extending Yenda Public Schools learning and support programs.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,060,097
Base Per Capita	24,171
Base Location	22,252
Other Base	1,013,673
Equity Total	91,697
Equity Aboriginal	10,128
Equity Socio economic	35,676
Equity Language	1,938
Equity Disability	43,955
Targeted Total	53,763
Other Total	43,761
Grand Total	1,249,319

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

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy scores indicate the following:

In grammar and punctuation 92.3% of students in year 3 are above the National Minimum Standard and 23.1% of students are in the top two bands.

In reading 84.6% of students in year 3 are above the National Minimum Standard and 23.1% of students are in the top two bands.

In spelling 84.6% of students in year 3 are above the National Minimum Standard and 0 students are in the top two bands.

In writing 92.3% of students in year 3 are above the National Minimum Standard and 30.8% of students are in the top two bands.

In grammar and punctuation 93.3% of students in year 5 are above the National Minimum Standard and 13.3% of students are in the top two bands.

In reading 93.3% of students in year 5 are above the National Minimum Standard and 20% of students are in the top two bands.

In spelling 93.3% of students in year 5 are above the National Minimum Standard and 26.7% of students are in the top two bands.

In writing 93.3% of students in year 5 are above the National Minimum Standard and 6.7% are in the top two bands.

In numeracy 92.3% of students in year 3 are at or above the National Minimum Standard and 15.4% of students are in the top two bands.

In numeracy 93.3% of students are above the National Minimum Standard and 26.6% of students are in the top two bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes aims for more students to achieve in the top two NAPLAN bands. Due to the small cohort of Aboriginal students who completed NAPLAN this year, we are unable to provide specific statistics. The school continues to monitor the progress and achievement of our Aboriginal students.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. This was conducted through the Tell Them From Me survey, as well as internal school measures.

Due to low participation, the information provided by the Tell Them From Me parent survey is not accurate and can not be shared.

Internal school measures determined that the following view was held by 79% or more of the parent community:

- I feel that 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 and 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

In 2019 there will be continued focus on increasing our level of curriculum differentiation, targeting professional learning for teachers individually and enhancing the communities knowledge and understanding of their child's learning journey.

Students completed the Tell Them From Me student survey. The following statements are reflective of student attitudes:

Policy requirements

Aboriginal education

In 2018 Yenda Public School received Aboriginal background funding and continued to promote Aboriginal awareness, education and cultural understanding within the school community.

All students participate in lessons that are designed to educate them about Aboriginal perspectives, culture and contemporary Aboriginal Australia.

Yenda Public School employed additional School Learning Support Officers for the implementation of literacy and numeracy support programs, including targeted programs for Aboriginal students.

The school was involved in a number of activities throughout the year which promoted Aboriginal students and culture. These included:

– Harmony Day activities

– NAIDOC Week activities

– Acknowledgement of Country said at all K–6 assemblies and presentations.

Involvement in these initiatives sustained a positive and inclusive school culture as well as improved literacy and numeracy achievements for Aboriginal students.

Multicultural and anti-racism education

In line with Department of Education policies and guidelines, teachers at Yenda Public School ensure that teaching programs are culturally inclusive and provide opportunities for students to learn more about their own cultural heritage. We foster understandings of the cultures that are present in our local community as well as globally. Anti-racism and active citizenship are also embedded into teaching programs as applicable.

We have a trained ARCO representative (anti-racism contact officer) on staff who also supports all teachers and students when necessary.

Other initiatives that were embarked on at Yenda Public School in 2017 included Harmony Day, NAIDOC Week and Sorry Day activities, anti-bullying and social programs for small groups as well as whole class activities.

