

Yenda Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 111 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increase the number of teachers who are confident practitioners of visible learning strategies in their classrooms.

All students have goals which are set in collaboration with their parents and teachers, based on their personalised learning data.

Progress towards achieving improvement measures

Process 1: Curiosity and Powerful Learning

Develop staff knowledge through professional learning around the key components of Curiosity and Powerful Learning's (C&PL) Theories of Action and Theories of Practice. Develop processes and structures for the implementation of C&PL strategies across the school including effective feedback, lesson intentions, success criteria and goal setting.

Evaluation	Funds Expended (Resources)
Staff change over requires implementation of new C&PL team, delivery of catch up PL, and evaluation of structure for class observations and theories of practice.	\$3500 Professional Learning
PL provided by school services relating to Learning Intentions and Success Criteria.	

Process 2: Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning for all students, leading to consistent school wide practices.

Evaluation	Funds Expended (Resources)
Are all teachers actively collecting, analysing and evaluating quality student data to inform quality teaching and learning practices in all classes?	\$1080 Teaching Resources
– At the end of 2019 all teachers were following school based assessment processes with a focus on triangulating data.	
– PAT and Scout data is regularly referred to to make assertions about student achievement and future learning.	
– School leadership team has strategies to support staff turn over and ongoing Professional Learning to maintain high level data use and accountability.	

Process 3: Instructional Rounds

Develop staff knowledge of Instructional Rounds to develop a shared understanding of the purpose and the process in schools. Put in place structures and processes to support implementation of Instructional Rounds across the school.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

PL provided by School Services relating to Learning Intentions and Success Criteria. Staff to begin implementation in 2020 in literacy and numeracy sessions.

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.

Improvement Measures

Increase the percentage of students demonstrating expected growth as triangulated by NAPLAN, ACER and Continuum data.

Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019.

Progress towards achieving improvement measures

Process 1: Evidence Based Pedagogy

Review, evaluate and implement evidence based programs and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Are all teachers implementing the 'Literacy Code' in their classrooms, with ongoing monitoring of structures and student achievement to improve student outcomes?</p> <ul style="list-style-type: none">– All classes successfully and fully implementing the Literacy Code.– Data indicates significant growth in comprehension, spelling and word attack, which is supported by ACER and NAPLAN data.– NAPLAN results highest in 5 years.	\$250 Professional Learning

Process 2: Curriculum Development

Develop an integrated approach to quality teaching, curriculum planning and assessment to meet the needs of all students through differentiated programs.

Evaluation	Funds Expended (Resources)
<p>Are all teachers and students supported by highly accountable school based resources that guide and develop teaching and learning practices that allow students to thrive?</p> <ul style="list-style-type: none">– Scope and sequences reviewed and feedback rolled over to 2020 planning.– Staff induction practices supported by current documentation and Professional Learning.– Executive team briefed in preparation for incoming Principal.– Thorough handover to support changing leadership team.	

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.

Improvement Measures

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.

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.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

Evaluation	Funds Expended (Resources)
Has the school got clear goals and time frames in place to support PBL implementation in 2020? – PBL team diversified to include all staff. – New executive team to address PBL needs in 2020.	

Process 2: Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
– Discuss with incoming Principal approach to 2020 wellbeing practices.	

Process 3: Staff Wellbeing

Provide staff with the skills and evidence based strategies with the purpose of improving professional practice, collective efficacy, and being better teachers for students through a strategic focus on staff wellbeing.

Evaluation	Funds Expended (Resources)
To be revived in consultation with Principal School Leadership in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10541	<p>Have all students got up to date and relevant Personalised Learning Pathways set in consultation with parents, students and teachers which support high achievements and expectations?</p> <p>– All students have personalised learning pathways which will be handed over to 2020 classroom teachers</p>
English language proficiency	\$4439	<p>All students identified as requiring additional language support completed specific programs and have ILP's including language proficiency goals.</p>
Low level adjustment for disability	\$49418	<p>Increased Learning and Support time was provided to all classes through school based funding.</p> <p>100% of students worked toward ILP goals set by parents and students in consultation with teachers.</p>
Quality Teaching, Successful Students (QTSS)	\$20596	<p>Increased teacher mentor time provided flexibility for staff to coach and mentor colleagues in areas of expertise. Increased shoulder to shoulder support assisted early career teachers to provide excellence in the classroom for all students.</p> <p>Position to continue into 2020.</p>
Socio-economic background	\$28462	<p>– Flexible approaches to staffing ensured that all students classes were staffed with quality teachers.</p> <p>– Students were supported to attend excursions and experiences that support learning in and out of the school</p> <p>– Students were supported to explore technology to close the gap in accessing information</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	84	81	74	62
Girls	56	44	45	42

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	95.6	95.2	93.1
1	95.4	92.4	94.5	95.4
2	95.2	93.7	95.1	93.5
3	94.8	96.4	86.6	94.7
4	95	89.4	92.3	94.8
5	94.5	93.6	93.4	94.6
6	93.1	94.3	91.1	91.5
All Years	94.5	93.7	92.8	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.6
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	361,179
Revenue	1,604,567
Appropriation	1,433,195
Sale of Goods and Services	4,027
Grants and contributions	154,274
Investment income	1,847
Other revenue	11,224
Expenses	-1,526,040
Employee related	-1,327,459
Operating expenses	-198,581
Surplus / deficit for the year	78,527

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	28,788
Equity Total	92,860
Equity - Aboriginal	10,541
Equity - Socio-economic	28,462
Equity - Language	4,439
Equity - Disability	49,418
Base Total	1,058,074
Base - Per Capita	27,922
Base - Location	21,947
Base - Other	1,008,206
Other Total	74,608
Grand Total	1,254,330

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

In 2019, 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 80% 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.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.