

2020 Annual Report

Yanco Public School



3536

Introduction

The Annual Report for 2020 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.

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School vision

Yanco Public School strives to ensure students are valued and supported in an inclusive learning environment. The school culture prioritises explicit quality educational experiences and has high expectations for all students.

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 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 teacher, three part-time 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 and differentiation in learning focusing 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

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>

Strategic Direction 1

Technology

Purpose

To inspire and empower the wider school community to improve and develop their skills and knowledge in ICT through professional development, high quality teaching and collaborative learning. Teachers will build their capacity to confidently deliver engaging and challenging ICT programs that prepare the learning community for the influence that technology has on our lives.

Improvement Measures

Most students are able to confidently and effectively engage in online assessments.

Increase in student focus on learning, self-esteem and responsibility resulting in a mindset shift as shown through surveys and observations.

Teaching staff effectively utilising various technology forms in classroom practice.

Progress towards achieving improvement measures

Process 1: Professional Learning

Develop and implement innovative curriculum pedagogy, technology and infrastructure that is future focused and provides students with the skills and capabilities to thrive in a rapidly changing world.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>2020 was a year that challenged all members of our learning community, there was an element of uncertainty present due to CO-VID 19 however, our students, teaching staff and parents maintained a high level of motivation and commitment to learning.</p> <p>Unfortunately CO-VID 19 had an impact on the continuation of planned professional learning for teachers and support staff at Yanco Public School.</p> <p>In the later months with the support of our Instructional Leader staff across K-6 had the opportunity to participate in 'Broadening Knowledge of Mathematics literacy and language' the professional learning provided teachers the opportunity to develop skills in planning for and delivering rich mathematics conversations in both the classroom and via zoom during the months of home learning. Teachers gained a better understanding and an appreciation of the importance of:</p> <ul style="list-style-type: none">• analysing the relationship between the curriculum content strands and the four proficiency strands in the Mathematics syllabus.• investigating how reasoning and quality, intentional talk are closely linked.• understand the impact that developing mathematical reasoning skills is obtained through quality questioning and deep discussion in the classroom.• develop knowledge of planning success criteria with a clear purpose around three areas: content, language and social objectives.• introduce and discuss specific mathematical vocabulary.• explore how inclusion of concrete, pictorial and abstract representations support student learning. When is it important to reduce the dependency on pictorial and concrete representation.• developing the understanding that we are all learning and it is important to develop a level of confidence in all students/teachers to openly 'explain your answer'.• 2020 gave the opportunity for a heightened level of communication with parents during the weeks of home learning. Parents, teachers and carers very successfully collaborated together to assist students to complete their home learning tasks. On reflection it was a time when positivity was strong and positive relationships were strengthening in our school community.• internal assessment of number, reading, hearing and recording sounds | |

Progress towards achieving improvement measures

vocabulary data and monitoring student learning on the progressions, took place on return to face to face learning. Student results were quite pleasing considering the upheaval that had taken place earlier in 2020.

Process 2: Collaborative learning

Develop staff knowledge and put in place processes and structures for the implementation of a collaborative learning approach across the school with a focus on the use of technology.

Evaluation

In 2020 we saw teaching staff evolve in their understanding and use of technology quite quickly. There was a much greater need to negotiate online platforms and teacher understanding, confidence, and use of technology both in the classroom and for communication during home learning heightened. Teaching staff were effectively able to deliver learning in the classroom using a range of devices and online platforms. Students were able to participate in learning from home confidently as most had developed the skills required to access their online learning. The majority of our students had personal devices at home enabling them to continue learning in the areas of literacy and numeracy.

Funds Expended (Resources)



Yanco Public School students participate in a range of extra curricular activities promoting fun, engagement and social development.

Strategic Direction 2

Life-Long Learning

Purpose

To create a school-wide, collective responsibility for students to be active, informed and self-directed learners who experience personal success in all aspects of school life. Achieved through an integrated approach to quality teaching, learning excellence which is evidence based and responsive in meeting the needs of all students with a focus on literacy and numeracy.

Improvement Measures

- Students will show growth as evidence through internal and external data.
- Teaching programs show evidence of differentiation to cater for the individual learning needs of students.

Progress towards achieving improvement measures

Process 1: Professional Learning

Develop staff skills and leadership capacity through ongoing research based and targeted professional learning activities aimed at developing staff knowledge with feedback, goal setting, lesson intentions and success criteria, quality teaching practices, use of data to inform teaching, differentiation and leadership skills.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>The 2018-2020 school plan identified a number of areas that overlapped across the three strategic directions.</p> <p>Our Instructional Leader assisted in leading conversations on analysing student data and teaching staff were better able to identify 'where to next' in the learning for all students.</p> <p>Our school learning and support program allowed targeted students to have the opportunity for regular one to one and or small group learning sessions. Our learning support program ensured a heightened level of differentiation in the classroom for all students.</p> <p>The Essential Assessment online program was purchased to enable teachers to assess students and obtain relevant data in a short timeframe.</p> <p>Student outcomes continued to be monitored through participation in NAPLAN practice papers, L3 data collection, SENA testing, Best Start, monitoring and updating the progressions in the areas of creating texts, quantifying number and writing.</p> <p>Learning intentions were simplified and differentiated for individual students and where appropriate whole class learning goals were identified. Individual feedback for students has proven to be effective for improving student outcomes in reading comprehension and building writing stamina.</p> | <p>Progressions</p> <p>Classroom data - IL input 'where to next' for student growth</p> |

Process 2: Quality Learning Experiences

Developing staff skills through professional discussion, collaboration and explicit systems creating quality learning experiences through collaborative programming and the use of explicit instruction and active learning.

EAFS/L3 /BNL/Using Data with Confidence

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

This process refers to the systems and processes in place that support staff Professional Learning and the implementation of new staff learning to support improved student outcomes. Please refer to Process 1 in this Strategic Direction for evaluative comments.

Classroom visits in other schools was placed on hold in 2020 however, teaching staff had the opportunity to visit classrooms within our school to view teaching strategies implemented for different stages of learning. Classroom visits focused on the process of writing how teachers can encourage students to build editing skills and stamina for writing. Students improved their ability to create strong informative, creative and persuasive texts.

Student data collected from internal assessments

Process 3: Systems

Develop and update explicit practices in line with DoE policies to support learning across the school.

Feedback / Goal setting / Three way conferencing / Roles and Responsibilities

Evaluation

Funds Expended (Resources)

In 2020 school policies and procedures continued to effectively inform and support the work of the school community. Department of Education policies were adhered to with reporting to parent processes improved using three-way interviews (students, teachers and parents/caregivers). Regular communication with parents was heightened during 2020 during the time of home learning. The school's reporting to parents template was altered to suit the implementation of 'Home Learning' in 2020.



Students participating in team activities promoting problem solving and resilience.

Strategic Direction 3

Wellbeing

Purpose

To create a safe, caring and supportive teaching and learning environment where the whole school community works together to put in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of students allowing them to connect, succeed and thrive.

Improvement Measures

Increase in student attendance across all grades as measured by Scout data.

Increase in student engagement as measured through student surveys.

Demonstrated improvement of student, staff and community wellbeing as evident through external surveys and school based data.

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Develop staff and community knowledge of the Wellbeing framework and use the Wellbeing Framework Self Assessment tool to evaluate and update current policies within the framework across the school.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>A high priority is placed on ensuring students feel comfortable, confident and valued in their learning environment.</p> <p>The Learning Support program has encouraged students to become confident risk takers in the classroom. Growth is evident in literacy and numeracy outcomes.</p> <p>Student surveys revealed all students can identify a support person within the school. A higher percentage of students across K-6 participated in our 2020 Term 3 and Term 4 Reward Days.</p> | |

Process 2: Specialised Programs

Identify and Implement specialised programs targeting the individual needs of identified students. With a focus on social skills development, confidence and self esteem.

| Evaluation | Funds Expended (Resources) |
|--|--------------------------------------|
| <p>Our weekly Wellbeing sessions (small groups of students participating in art, craft and life skills) has successfully engaged often reluctant learners into a high level of participation. It has allowed students to acknowledge that they are successful learners outside the traditional classroom setting.</p> <p>The program was initiated to:</p> <ul style="list-style-type: none">-improve engagement-lift attendance data-develop social skills across K-6 through mixed age group sessions-encourage a sharing of life skills and allow students to take on a role of leadership-provide a calming and enjoyable context for learning outside the traditional | Wellbeing sessions staff \$11,211.76 |

Progress towards achieving improvement measures

classroom setting

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.

<http://www.teacher-wellbeing.com.au>

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Staff understand the importance of inclusiveness and strive to provide a learning environment that caters to all student needs, learning styles and personality traits. To ensure learning opportunities are meeting student needs, teachers plan efficiently to optimise learning time for literacy and numeracy. Teaching RFF is allocated to provide opportunities for planning and to work with individual students to improve learning outcomes. Specialist teachers are employed to assist in reducing workload for classroom teachers and heighten the level of focus that can be allocated to literacy, numeracy instruction and student skill development.</p> | <p>\$16,337 Additional RFF to support development in literacy and numeracy and collaboration to analyse data</p> |



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | Funding Sources: \$18,103 | <p>Students overall demonstrated pleasing growth in literacy and numeracy outcomes. The Learning Support program offered an opportunity to build confidence and success for each individual child. All students expressed an enjoyment in attending Learning Support as the activities were planned based on individual need, highly engaging and all students particularly thrive with the opportunity for a more personalised learning.</p> <p>SLSO support increased in 2020 to provide more opportunity for regular support in the classroom for targeted students</p> <p>The opportunity to engage in cultural and community events was unfortunately limited due to CO-VID 19 restrictions. Our students participated in NAIDOC events later in the school year with the support of one of our Indigenous parent community members.</p> |
| Low level adjustment for disability | \$32,309 | Two full time Learning and Support Officers were employed throughout the year to deliver support to targeted students. The Learning Support timetable allocated regular sessions for Tier One and Tier Two students to further develop their understanding in literacy and numeracy. A third School Learning and Support Officer was employed in Term 4 to assist in strengthening literacy (sight word and reading knowledge) in the K-3 setting. |
| Quality Teaching, Successful Students (QTSS) | \$9,079 | Teachers were allocated additional RFF and opportunities to collaborate with the Instructional Leader to analyse running records, L3 data graphs, NAPLAN practice papers and writing samples. The importance of effective classroom timetables and structures were identified to streamline and maximise learning opportunities for students. Principal RFF enabled the planning, allocation and implementation of assessment opportunities and analysis of student work samples. |
| Socio-economic background | Flexible: \$62,583 Staffing: \$10,938 | Socio-economic funding enabled the Learning Support program to continue throughout 2020 with an increase timetabled in Term 4. The learning community made significant gains in the understanding and use of technology for learning. The allocation of funds for Wellbeing improved student engagement and provided a support person for students to strengthen positive rapport. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 16 | 22 | 26 | 23 |
| Girls | 22 | 28 | 22 | 23 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.1 | 97.2 | 87.7 | 94.5 |
| 1 | 92.9 | 95 | 93.8 | 86.1 |
| 2 | 95.1 | 89.8 | 91.7 | 89 |
| 3 | 97 | 95.7 | 91.1 | 91.1 |
| 4 | 96.8 | 96.8 | 90.8 | 88.7 |
| 5 | 96.9 | 92.4 | 95.8 | 87.7 |
| 6 | 95.4 | 90.1 | 96.2 | 94.2 |
| All Years | 95.7 | 94 | 92 | 90.1 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 |
| Classroom Teacher(s) | 2.07 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 0.94 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 80,294 |
| Revenue | 863,613 |
| Appropriation | 844,907 |
| Sale of Goods and Services | 31 |
| Grants and contributions | 14,156 |
| Investment income | 122 |
| Other revenue | 4,397 |
| Expenses | -864,721 |
| Employee related | -740,630 |
| Operating expenses | -124,091 |
| Surplus / deficit for the year | -1,108 |
| Closing Balance | 79,187 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 123,968 |
| Equity - Aboriginal | 18,138 |
| Equity - Socio-economic | 73,522 |
| Equity - Language | 0 |
| Equity - Disability | 32,309 |
| Base Total | 595,759 |
| Base - Per Capita | 11,544 |
| Base - Location | 11,032 |
| Base - Other | 573,183 |
| Other Total | 26,281 |
| Grand Total | 746,008 |

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent surveys suggested a high level of satisfaction with the organisation set in place by teaching staff during the period of 'Home Learning'.

Parents are generally very positive about the learning taking place at Yanco Public School. The school community are happy with the range of programs available for students across K-6. The Little Learners program has been praised as a 'wonderful opportunity for school readiness, building confidence and developing social skills in young children'. Parents and carers were very supportive of the Learning Support opportunities available for K-6. Our school received much praise for the Creative Art works completed by our students during 2020 and in particular those that have been presented for our wider community at the Leeton Art Gallery and Museum.

School created parent surveys are uploaded to the school Facebook Page and a paper copy is available if requested. We have found that we receive most of our survey feedback and general feedback comments via our Yanco Public School Facebook page. Students complete paper surveys created by teaching staff including questions that directly reflect our learning setting.

As is typical of a small school setting communication is frequent with parents and teachers are proactive in ensuring the wellbeing of all students is a priority. Teaching staff strive to build positive relationships with parents and carers and this is evident through the high level of community attendance at our school events.

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.