

# 2021 Annual Report

## Yenda Public School



3554

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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I am extremely proud of the wonderful teaching and learning that has again taken place at Yenda Public School in 2021.

2021 saw the continuation of the COVID-19 global health pandemic. Students once again spent several weeks learning from home in Semester 2. The continuity of learning that took place throughout the year was once again fantastic. Thank you to the wonderful staff at Yenda Public School for ensuring this continuity of learning.

Throughout the 2021 school year, we have continued to build wonderful momentum across the school, with many great initiatives being embedded, such as metacognitive writing with Dr Kate Bricknell, Super 6 reading comprehension, Newman's Error Analysis and Number Talks in Mathematics and our MacqLit intervention program.

Thank you to the students, staff and the Yenda community for a wonderful year of learning at our school.

Gary Workman

Principal



## School vision

At Yenda Public School, we inspire respectful, responsible, resilient students who are creative, critical and resourceful thinkers. We aim to strengthen authentic community partnerships to support individual learning needs. We strive for 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. The school has a student population of 109 students, ranging from Kindergarten through to Year 6, across five classes. Students come from a variety of socio-economic backgrounds with 10% of the students coming from an Aboriginal background and 2% of the students coming from English as an Additional Language or Dialect (EAL/D) background.

Extra-curricular activities are provided for students, particularly in Sport and Creative and Performing Arts.

The school promotes and values all children to be respectful, responsible and resilient learners in a positive learning environment.

From information gathered in the situational analysis, it has been identified that our school needs to focus on effective data skills and use, and assessment procedures to ensure that we are catering to the individual learning needs of all students. There will be a focus on ensuring that lesson intentions, success criteria and feedback are embedded. School Positive Behaviour for Learning and Learning Support systems will continue to be refined to ensure differentiated practice and wellbeing needs are being met. The school has system negotiated targets for improvement in reading and numeracy.

Targeted, planned Professional Learning will be timetabled and implemented (including utilising an English expert), to develop increased professional knowledge and teacher capacity in reading, writing and numeracy.

Internal and external student data will be triangulated to ensure the effectiveness of Professional Learning and teaching programs.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The school constantly aims to promote and improve student, staff and community engagement. The 2021-2024 Strategic Improvement Plan has been developed in collaboration with staff and in consultation with the school community.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Improve student achievement in literacy and numeracy by developing a thorough understanding of student assessment and data analysis to inform where to next in the classroom teaching and learning cycle.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Know our students and where to next

### Resources allocated to this strategic direction

**QTSS release:** \$18,051.00

**School support allocation (principal support):** \$13,604.80

**Literacy and numeracy intervention:** \$23,544.78

### Summary of progress

In 2021, the teaching staff had whole-school reading focuses which included quality comprehension (3H and Super 6 strategies), as well as reading fluency and accuracy. In the initial analysis of assessment data in comprehension, the main whole-school learning focuses included inferring and using the Super 6 strategies to solve comprehension questions. The school assessment schedule was updated to ensure consistency in whole-school summative assessments (including PAT-R, word attack and Check-In Assessments). Additionally, analysis by teachers of external assessments including NAPLAN and Check-In Assessments was completed to inform 'where to next' in the teaching of reading comprehension and numeracy skills. A positive aspect of this initiative is that we are now using our internal and external school data to identify future focuses, such as reading comprehension in order to address this area through targeted professional learning. Due to interruptions within the school year, we were unable to fully implement a trial of formative assessments for reading comprehension in all classrooms. A future focus will be looking to trial and implement these assessments. A positive change at Yenda Public School is the way we are analysing assessment data to inform our teaching practice and professional learning focuses. Assessment analysis and specific reading comprehension focuses were evident in our school professional learning schedule. We have seen considerable uplift in students achieving in the top 2 bands of reading and numeracy.

In 2022, we will be looking to strengthen formative assessment tasks in reading comprehension through implementation in classes, and school executive will triangulate data in reading and numeracy in order to further identify areas of focus. Teachers and school executive will analyse measurement data to determine specific Newman's Error Analysis focuses in all classrooms. We are also an Accelerated Adopter school for the new K-2 English and Mathematics syllabuses. This will be implemented in the Stage 1 classroom throughout 2022, as well as associated external professional learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving in the top 2 bands in reading to be above the system negotiated baseline of 29.80%, trending towards the lower bound target of 38.10%	In 2021, our percentage of students achieving top 2 bands in reading has exceeded the baseline by 18.7%. In addition, it has exceeded the system-negotiated upper-bound target of 34.20% by 5.40%.
Increase in the percentage of students achieving in the top 2 bands in numeracy to be above the system negotiated baseline of 21.06%, trending towards the lower bound target of 29.20%	In 2021, our percentage of students achieving top 2 bands in numeracy has surpassed the baseline by 6.24%, trending towards the lower-bound target of 29.20%.

## Strategic Direction 2: High expectations culture for continuous improvement

### Purpose

Build capacity of staff to be instructional leaders through collaboration, using a high impact professional learning model to continuously improve classroom practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborating for effective classroom practice

### Resources allocated to this strategic direction

**Location:** \$20,278.63

**Professional learning:** \$13,391.00

**Literacy and numeracy:** \$4,157.37

### Summary of progress

In 2021, we have worked to establish genuine teacher collaboration through targeted, timetabled professional learning. Collaboration has included teacher learning in the areas of reading comprehension, Maths Online, Number Talks, visual literacy and internal and external data analysis. We have continued to engage an English expert, Dr Kate Bricknell. Her support has included leading professional learning in English, mentoring groups of teachers, planning for effective English teaching and conducting demonstration lessons for teachers to observe. This model has allowed teachers to implement evidence-based, effective teaching strategies. We have enabled this to happen by embedding time in our professional learning schedule, and employing casual teachers when Dr Bricknell visits Yenda Public School. We have initially used the High Impact Professional Learning Model to re-shape a professional learning block during Term 3. Parts of the implementation were delayed, and in 2022 we will look to add more lesson demonstrations and observations in professional learning cycles. From this approach, we are expecting to see a consistency in the teaching of English and Mathematics school-wide. We are already seeing growth in reading and numeracy exceeding our 2021 improvement measures.

In 2022, we will look to further use the High Impact Professional Learning model to implement a cycle in measurement problem solving (using Newman's Error Analysis), continue to engage an English expert with a specific focus on reading comprehension and speaking and listening. There will also be a broader, whole-school approach to implementing lesson intentions, success criteria and feedback. This will build on our consistency to embed such approaches school-wide. We will need to share our expertise beyond our school, by networking with other local schools around professional learning strengths.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving expected growth in reading to be above the system negotiated baseline of 50.56%, trending towards the lower bound target of 58.70%	In 2021, our percentage of students achieving at or above expected growth in reading has surpassed the baseline by 10.98%, and exceeded the system-negotiated lower-bound target of 58.70% by 2.84% .
Increase in the percentage of students achieving expected growth in numeracy to be above the system negotiated baseline of 34.44%, trending towards the lower bound target of 49.40%	In 2021, our percentage of students achieving at or above expected growth in numeracy has surpassed the baseline by 27.10%. Furthermore, the percentage has exceeded the system-negotiated upper-bound target of 54.40% by 7.14%.



### Strategic Direction 3: Positive wellbeing

#### Purpose

Build educational aspiration through a planned approach to wellbeing, embedding a culture of school community engagement to provide optimum conditions for students to connect, succeed, thrive and learn.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Sense of belonging to be successful learners

#### Resources allocated to this strategic direction

**Integration funding support:** \$45,847.00

**Socio-economic background:** \$38,436.34

**Aboriginal background:** \$6,506.88

**English language proficiency:** \$3,758.41

**Low level adjustment for disability:** \$49,595.07

#### Summary of progress

In 2021, Positive Behaviour for Learning (PBL) has been further implemented, with systems being embedded school-wide and permanent signage installed to support the teaching of the school values (Respectful, Responsible, Resilient). Our Learning Support Team has met regularly throughout the year to discuss student need and to prioritise support, including targeted writing enrichment and the MacqLit reading intervention. This consistent and thorough approach has allowed for all students to be 'known, valued and cared for'. Due to interruptions during the year, we have not yet fully implemented the explicit teaching of our three PBL values for classrooms. With the implementation of our PBL focuses and targeted Learning Support, we have seen increased student engagement, more time spent on learning and an uplift in attendance and absences being explained. Parent and student engagement at 3-way goal setting meetings was extremely high. These took place over the telephone this year to allow the meetings to proceed. With our PBL linked to attendance, and a focus on maximum learning time in all classrooms, we have seen a lift in students attending over 90% of the time. In relation to students' positive sense of belonging, internal sense of belonging surveys scored highly amongst students, staff and parents. This provided a baseline of student belonging within the school community, and displayed a vast improvement when compared with the 2021 Tell Them From Me external result. The internal surveys matched with what staff were observing.

In 2022, there will be further focus on students attending school 85 to 90% in order to further increase the amount students attending school 90% or more. There will be more emphasis on PBL values being explicitly taught to empower students to have a positive sense of belonging at school. Due to its success, Learning Support organisation established over the past 2 years will continue into 2022 and beyond to ensure we are supporting the learning needs of all students. To measure student belonging, we won't rely solely on external surveys. We will triangulate these with internal surveys to make informed judgements in this area.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students attending school 90% or more to be above the system negotiated baseline of 76.08%, trending towards the lower bound target of 81.50%	In 2021, our percentage of students attending school 90% or more has exceeded the baseline by almost 4%, which shows trajectory towards the lower-bound target of 81.50%.
Tell Them From Me- Students indicating a positive sense of belonging at school to be above the baseline of 71%, trending towards an increase of 2%	In 2021, in the Tell Them From Me survey, the students indicating a positive sense of belonging is trending toward the baseline of 71%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,847.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yenda Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging to be successful learners</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* targeted support for students who receive this integration funding</li> <li>* students gaining independence in some areas due to ongoing support</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* integration support to continue for funded students in 2022 (SLSO time and necessary resources)</li> <li>* continue to employ additional staff</li> </ul>
<p>Socio-economic background</p> <p>\$38,436.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yenda Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging to be successful learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning Support Team implementation.</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Year 3 NAPLAN reading above SSSG</li> <li>* Year 3 and 5 NAPLAN numeracy above SSSG</li> <li>* Year 3 writing above State and SSSG</li> <li>* reduced the cost to families for student activities</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue with targeted learning support that uses school-based data to aim for improved student growth and achievement in reading, writing and numeracy</li> <li>* continue to support students through the MacqLit intervention</li> <li>* increase SLSO time to implement MacqLit from 2 groups to 3 to maximise opportunities for students who require this intervention</li> <li>* continue to subsidise school activities so that all students have equitable access</li> </ul>
<p>Aboriginal background</p> <p>\$6,506.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yenda Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>



<p>Aboriginal background</p> <p>\$6,506.88</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging to be successful learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* our PLP template being re-designed for implementation in 2022</li> <li>* student achievement has increased in literacy and numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* writing Personalised Learning Pathways (PLPs) in genuine consultation with Aboriginal students and parents at 3-way goal-setting meetings in 2022 (each semester)</li> <li>* continued employment of additional staff</li> </ul>
<p>English language proficiency</p> <p>\$3,758.41</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yenda Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging to be successful learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional Learning and Support Teacher (LaST) to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Year 3 NAPLAN reading above SSSG</li> <li>* Year 3 and 5 NAPLAN numeracy above SSSG</li> <li>* Year 3 writing above State and SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue with targeted Learning Support in 2022</li> <li>* student support to be flexible to best meet student need (discussed at Learning Support Meetings)</li> <li>* continue the employment of additional staff</li> </ul>
<p>Low level adjustment for disability</p> <p>\$49,595.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Yenda Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging to be successful learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* school NAPLAN growth in reading, writing, numeracy and grammar and punctuation being above State and SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue with additional SLSO and Learning and Support time across the school to maximise student growth</li> </ul>

<p>Low level adjustment for disability</p> <p>\$49,595.07</p>	<ul style="list-style-type: none"> <li>* students requiring support to be identified at Learning Support Team Meetings</li> <li>* continue to support students through the MacqLit intervention</li> <li>* increase time SLSO has to implement MacqLit from 2 groups to 3 to maximise opportunities for students who require this intervention</li> </ul>
<p>Location</p> <p>\$20,278.63</p>	<p>The location funding allocation is provided to Yenda Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborating for effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* further time for the principal to focus on whole-school data analysis</li> <li>* time for the principal to co-ordinate the whole-school professional learning schedule</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue with time for the principal to analyse internal and external data and to co-ordinate whole-school professional learning initiatives</li> <li>* additional professional learning for staff to support the implementation of the school's strategic directions</li> </ul>
<p>Literacy and numeracy</p> <p>\$4,157.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yenda Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborating for effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* school NAPLAN growth in reading, writing, numeracy and grammar and punctuation being above State and SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* the school will no longer receive these funds from the beginning of 2022</li> </ul>
<p>QTSS release</p> <p>\$18,051.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yenda Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Know our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved staff confidence in teaching practice in English and Mathematics</li> <li>* a consistent result in measuring student positive sense of belonging</li> </ul>

<p>QTSS release</p> <p>\$18,051.00</p>	<p>through an internal survey</p> <ul style="list-style-type: none"> <li>* an enhanced PDP process which has allowed for point-of-need professional learning and an improvement in explicit teaching practices</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* ensure time for lesson observations, demonstration lessons and targeted English and Mathematics support</li> <li>* implementation of the Assistant Principal, Curriculum and Instruction role</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yenda Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Know our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional School Learning Support Officer to address the identified needs for students who require additional support in literacy (MacqLit)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* positive student growth in reading and word attack of targeted students as part of the MacqLit intervention</li> <li>* intensive support for students in literacy by means of a targeted intervention</li> <li>* Learning Support Teacher monitors, selects students and liaises with the SLSO who implements the MacqLit intervention</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* the school will no longer receive these funds from the beginning of 2022</li> </ul>
<p>COVID ILSP</p> <p>\$63,916.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* identified students (Year 1-6) receiving targeted, weekly Learning Support in reading and/or numeracy</li> <li>* targeted students being discussed and monitored at Learning Support Team meetings</li> <li>* most students displaying growth in reading and numeracy (PAT-R, BURT and check-in assessments)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue to support targeted students with intensive learning support due to learning missed by learning from home COVID-19 period</li> <li>* employment of additional staff to support student learning</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	74	62	57	61
Girls	45	42	43	46

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93.1	96.8	94
1	94.5	95.4	92.3	94
2	95.1	93.5	95.9	94.9
3	86.6	94.7	95	93.4
4	92.3	94.8	94.2	94
5	93.4	94.6	93.9	94.6
6	91.1	91.5	95.5	90.4
All Years	92.8	93.9	94.8	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4.61
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.28
School Administration and Support Staff	1.73
Other Positions	2

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	356,658
<b>Revenue</b>	1,819,733
Appropriation	1,745,926
Sale of Goods and Services	7,766
Grants and contributions	65,823
Investment income	218
<b>Expenses</b>	-1,738,665
Employee related	-1,504,045
Operating expenses	-234,620
<b>Surplus / deficit for the year</b>	81,067
<b>Closing Balance</b>	437,726

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	45,847
<b>Equity Total</b>	98,297
Equity - Aboriginal	6,507
Equity - Socio-economic	38,436
Equity - Language	3,758
Equity - Disability	49,595
<b>Base Total</b>	1,168,587
Base - Per Capita	24,652
Base - Location	20,279
Base - Other	1,123,657
<b>Other Total</b>	307,773
<b>Grand Total</b>	1,620,504

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

At Yenda Public School, we have ongoing consultation with parents, students, staff and the wider community. We have an active P&C, who are an integral part of consultation and discussion around our school's Strategic Improvement Plan. Even though we were not able to meet in person for much of 2021, P&C meetings took place regularly via Zoom, as it is imperative at Yenda Public School that parents are a part of our consultation in school planning. Furthermore, the Griffith Aboriginal Education Consultative Group (AECG) is regularly kept up-to-date with our school's initiatives. We sought and received AECG endorsement for our 2021-2024 Strategic Improvement Plan.

To inform our Strategic Improvement Plan, parent, student and teacher satisfaction was collected by means of focus groups, surveys and interviews in 2021 and early 2022. Data indicated positive results in the perception of students, parents and staff towards the school and consistent support of the directions we are taking in our Strategic Improvement Plan. Students and parents consistently responded around their observation of the quality teaching and learning taking place at Yenda Public School. Parents also appreciated the ongoing professional learning of staff and the care that staff demonstrate for the students at Yenda Public School. We will look to continue this positive momentum into 2022.

Tell Them From Me survey data in relation to students' positive sense of belonging at school was lower than anticipated, and lower than what was being observed from staff. An internal survey was conducted with all students and staff, and parents were asked questions around positive sense of belonging as part of a focus group survey. This internal data showed students' positive sense of belonging to be much higher, aligning with what was being observed daily by staff. In the future, Tell Them From Me data will be triangulated with internal data to provide a more accurate result in this area.

Attached are snapshots of data which indicate our positive growth and feedback in 2021 and early 2022 from parents, students and teachers.

**In 2021, Tell Them From Me survey results from Year 4-6 students in term 1 indicated that:**

- 76% of students experienced advocacy at school
- 84% of students felt that there were expectations for success
- 93% of students felt that they displayed positive behaviour at school
- 63% of students felt a positive sense of belonging at school

**From these survey results, we aimed to find out more about student positive sense of belonging school-wide by surveying parents, and all students and teachers. The survey results indicated:**

- 92.5% of Kindergarten-Year 2 students indicated a positive sense of belonging at school
- 89.5% of Year 3-6 students indicated a positive sense of belonging at school
- 94.3% of teachers indicated a positive sense of student belonging at school
- 95% of parent responses indicated a positive sense of student belonging at school

**In 2021 and early 2022, parent focus groups were conducted via paper survey and via telephone. Findings included that strengths of our school were in:**

- \* teacher communication with parents
- \* building a beautiful community school spirit and involvement in our community
- \* respect, fairness, diversity and learning support
- \* a personalised approach to support each student
- \* teachers knowing and caring about the students
- \* the teaching that takes place, and teaching programs are differentiated
- \* an approachable staff
- \* the professional learning that the staff partake in
- \* welfare

**Furthermore, in the parent focus group via telephone:**

- 100% of parents supported the directions that our school is taking in our 2021-2024 Strategic Improvement Plan
- 100% of parents felt that the teachers care for the students at Yenda Public School

**From a student focus group at the beginning of 2022:**

- 100% of students indicated they enjoy being at school
- 100% of students indicated they felt safe at school
- 100% of students indicated they felt that everyone is treated fairly at Yenda Public School

**Specific strengths of Yenda Public School as commented on by the students:**

- \* the teaching and the teachers are great
- \* everyone can get included
- \* the support that we get at school

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

