

2022 Annual Report

Yenda Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

2022 has been another fantastic year of teaching and learning at Yenda Public School.

The opportunities that are provided to the students at Yenda Public School, both in the classroom and beyond, allow for students to grow as individuals, and build upon their knowledge, skills and achievements. There have been student achievements in learning, sport and creative and performing arts. Yenda Public School held a successful "We Will Rock You" whole-school concert during the school year, our dance group was selected to participate in the Riverina Dance Festival, and our debating team were top of their pool and made the second round of Regional finals.

In 2022, our staff has continued to implement strategic initiatives school-wide, such as metacognitive writing, Super 6 and 3H (here, hidden and head) reading comprehension strategies, Newman's Error Analysis and Number Talks in Mathematics and our MacqLit intervention program. Teachers have also undertaken professional learning in speaking and listening and reading comprehension with Dr Kate Bricknell, and our school has been one of only two in our network selected to trial the new K-2 English and Mathematics syllabuses and units of work as an Accelerated Adopter school, before full state-wide implementation in 2023.

Thank you once again to the students, staff, parents and caregivers and the Yenda community for another wonderful year 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 113 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	2022 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: \$9,078.76

Summary of progress

In 2022, the school continued a whole-school focus of analysing data, which was timetabled in the school professional learning timetable. This occurred at class, stage, whole staff and executive levels, and has informed "where to next" in reading, numeracy and writing. The school assessment schedule was implemented to ensure consistency in whole-school summative assessments (including PAT-R, PAT-Maths, NAPLAN and Check-In Assessments). A positive aspect of this initiative is that the school is now using both internal and external school data to identify future focuses, in particular in reading, writing and numeracy. Furthermore, internal and external data is showing a lift in student achievement in reading comprehension (such as NAPLAN top 2 bands). Due to time constraints within the school year, the school was unable to fully implement a trial of formative assessments for numeracy in all classrooms. A future focus will be to identify, trial and implement these assessments. Formative assessments in reading comprehension are being used as a diagnostic tool to determine future student learning. A positive addition to data analysis at Yenda Public School is that the school executive team is now beginning to triangulate data in order to "drill down" and really target areas of focus in reading. Such focuses are inferring and vocabulary. The leadership team has also commenced triangulating writing data, to inform future focuses in teaching and learning.

In 2023, Yenda Public School will be looking to strengthen formative assessment tasks in numeracy through time-specific implementation in all classes. School executive will continue to triangulate data in reading, writing and numeracy to consolidate areas of focus (timetabled in executive meetings each term). School executive will particularly analyse numeracy data to determine specific numeracy and Newman's Error Analysis focuses in all classrooms.

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
Students in Year 3 and 5 achieving in the top 2 NAPLAN bands in reading increases by 8.3% (system-negotiated target)	In 2022, the school exceeded the 8.3% increase of Year 3 and 5 students in the top 2 NAPLAN bands in reading, achieving a 24.7% increase. The school surpassed the upper-bound target of 43.1% by 13.5%, achieving 54.5% of students in the top 2 bands in reading.
Students in Year 3 and 5 achieving in the top 2 NAPLAN bands in numeracy increases by 8.14% (system-negotiated target)	In 2022, the school has passed its baseline percentage of 21.1% by 3.1% for students achieving top 2 bands in numeracy, moving towards the lower-bound target of 29.2%.

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

Professional learning: \$15,443.97

Location: \$22,004.75

AP Curriculum & Instruction: \$60,228.40

Summary of progress

In 2022, the school continued to foster genuine teacher collaboration through targeted, timetabled professional learning. Collaboration has included teacher learning in the areas of reading comprehension (here, hidden, head, super six and the reading rope), textual concepts, lesson intentions and success criteria, speaking and listening, Newman's Error Analysis and internal and external data analysis. The principal continued to engage an English expert, Dr Kate Bricknell. Dr Bricknell's support and expertise has included leading professional learning in English (reading comprehension, speaking and listening and new K-2 and draft 3-6 English syllabuses), 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. The school enabled this to happen by embedding time in the professional learning schedule, and employing casual teachers when Dr Bricknell visited Yenda Public School. The school intended to use the High Impact Professional Learning model to re-shape a professional learning block during Term 4, however this has been delayed due to time constraints. The principal will look towards increasing opportunities for teacher collaboration, particularly in English, Mathematics and the new K-2 syllabuses to ensure consistency in teaching and a whole-school approach. Learning intentions, success criteria and feedback are being now used more frequently, with whole-school implementation the next step.

Throughout 2022, Yenda Public School was an Accelerated Adopter school, trialling the new K-2 English and Mathematics syllabuses and units of work in the Stage 1 classroom. Initially, there was some adjusting needed to the units to ensure the needs of all learners in the class were being met. Class teachers and the APCI were able to undertake additional professional learning, trial units and provide feedback to the curriculum team in order to improve the units before state-wide implementation from 2023.

In 2023, the school will look to further use the High Impact Professional Learning model to implement a cycle in numeracy problem solving (using Newman's Error Analysis), continue to engage an English expert with a specific focus on using comprehension skills in numeracy worded problems and further understanding the English syllabus. The executive also aim to hold parent information sessions in English and Mathematics. The school will continue to strive for a consistent whole-school approach to implementing lesson intentions, success criteria and feedback. The school aims to share its expertise beyond the school, by networking and liaising with other local schools around professional learning and curriculum 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 between the baseline and system-negotiated target of 8.14%	Due to no NAPLAN assessments held in 2020, student growth could not be determined in 2022.
Increase in the percentage of students	Due to no NAPLAN assessments held in 2020, student growth could not be

achieving expected growth in numeracy to be between the baseline and system-negotiated target of 14.96%

determined in 2022.



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: \$1,000.00

Aboriginal background: \$9,023.33

Socio-economic background: \$32,543.87

English language proficiency: \$6,491.83

Per capita: \$27,036.73

Summary of progress

In 2022, Positive Behaviour for Learning (PBL) has been further consolidated, with the continued implementation and teaching of the school values (Respectful, Responsible, Resilient). The Learning and Support Team (LaST) has met regularly throughout the year to discuss student needs and to prioritise support, including targeted writing enrichment and more students than previous years being able to access the MacqLit reading intervention (with three groups running, an increase from two previously). Implementation of the explicit teaching of the three PBL values for classrooms has been delayed due to increased priorities in other strategic directions such as, data analysis and English professional learning. With the consolidation of the PBL focuses and targeted Learning Support, the school has continued to record increased student engagement, more focused learning time, and absences being explained. Parent and student engagement at three-way goal setting meetings was once again extremely high, with the majority being face-to-face meetings. Considering the implications of home learning during the instigation of NSW Public Health orders, the school's attendance has not met the state negotiated targets in 2022.

In relation to students' positive sense of belonging, internal sense of belonging surveys have once again scored highly amongst students, staff and parents in 2022. This provided consistent information of student belonging within the school community, and was again much higher than the 2022 Tell Them From Me external result (even though the external result increased by 5% in 2022). The internal surveys continue to match with what staff are observing, consolidating and understanding. Furthermore, the school continued to communicate a positive narrative to the community through the school's newsletter and social media platform. Specific examples enhanced positive wellbeing, such as a whole-school wellbeing day, community members donating bearded irises to the school, supporting Relay for Life and entering student work into the Griffith Agricultural Show.

In 2023, there will be a re-focus on identifying and supporting families of 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 (both for the playground and classroom) to empower students to have a positive sense of belonging at school. Due to its success, Learning Support organisation will continue in its current form to ensure the school is supporting the learning needs of all students. Opportunities for increased engagement will be explored, such as lunchtime interest groups, and opportunities for further excursions and incursions. All staff will continue to tell the positive narrative of Yenda Public School.

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
Whole-school percentage of students attending over 90% trending towards the lower-bound target of 81.50%	Due to implications of public health orders, the lower-bound target for students attending school over 90% of the time was not reached in 2022.

Tell Them Form Me- Students indicating a positive sense of belonging at school to increase by 2%

In 2022, there was a 5% increase in students indicating a positive sense of belonging at school when compared to 2021 (68%, up from 63% in 2021), trending towards the baseline of 71%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,060.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging to be successful learners • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * targeted support for students who receive this integration funding * students gaining independence and success in learning in some areas due to ongoing support <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * integration support to continue for funded students in 2023 (SLSO time and necessary resources) * continue to employ additional staff
<p>Socio-economic background</p> <p>\$52,543.87</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging to be successful learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support class teaching and learning program implementation • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Year 3 and 5 NAPLAN reading above State and SSSG * Year 3 and 5 NAPLAN numeracy above SSSG, Year 3 NAPLAN numeracy at State level * Year 3 and 5 writing above State and SSSG <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue with targeted learning support that uses school-based data to aim for improved student growth and achievement in reading, writing and numeracy * continue to ensure that the school is adequately resourced, and that students are supported as to not be disadvantaged with curriculum opportunities * continue to engage an English expert, with an extended focus of comprehension in numeracy in 2023
<p>Aboriginal background</p> <p>\$9,023.33</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>Aboriginal background</p> <p>\$9,023.33</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging to be successful learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * PLPs have been written for all Aboriginal students in 2022 * student achievement has increased in literacy and numeracy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * writing Personalised Learning Pathways (PLPs) in genuine consultation with Aboriginal students and parents at 3-way goal setting meetings to continue in 2023 (each semester) * continued employment of additional staff
<p>English language proficiency</p> <p>\$6,491.83</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging to be successful learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Year 3 and 5 NAPLAN reading above State and SSSG * Year 3 and 5 NAPLAN numeracy above SSSG, Year 3 NAPLAN numeracy at State level * Year 3 and 5 writing above State and SSSG <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue with targeted Learning Support in 2023 * student support to be flexible to best meet student need (discussed at Learning Support meetings) * continue the employment of additional staff
<p>Low level adjustment for disability</p> <p>\$50,308.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * school NAPLAN achievement in Year 3 and 5 reading, Year 5 writing and Year 3 numeracy has increased <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue with additional SLSO and Learning Support time across the school to maximise student growth * students requiring support to be identified at Learning Support Team

<p>Low level adjustment for disability</p> <p>\$50,308.01</p>	<p>meetings</p> <p>* continue to support students through the MacqLit intervention (2 groups, 4 days per week in 2023)</p>
<p>Location</p> <p>\$22,004.75</p>	<p>The location funding allocation is provided to Yenda Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborating for effective classroom practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching principal release • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * further time for the principal to focus on whole-school data analysis * increased attendance at school excursions * the purchase of technology to increase student engagement <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * additional teaching principal release not required in 2023 due to principal reclassification (funds can be spent in other areas) * further purchase of technology to increase student engagement * continued assistance for school excursions
<p>Professional learning</p> <p>\$15,443.97</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Yenda Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborating for effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an English expert to deliver evidence-based approaches to the explicit teaching of English • additional teacher release for professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * time for teachers to collaborate with an English expert to learn more about, and implement, the English syllabus * teachers observing demonstration lessons in English and reflecting on these afterwards * the current English syllabus outcomes (and new K-2 outcomes in Stage 1 as part of Accelerated Adopter initiative) and text requirements are being implemented K-6 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * invest in whole-school professional learning focuses- for 2023 in English (in particular writing and reading comprehension), as well as numeracy comprehension
<p>QTSS release</p> <p>\$20,570.86</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Know our students and where to next • Other funded activities

<p>QTSS release</p> <p>\$20,570.86</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * improved staff confidence in teaching practice in English and Mathematics * a consistent result in measuring student positive sense of belonging has been maintained through an internal survey * an enhanced PDP process which has allowed for point-of-need professional learning and an improvement in explicit teaching practices <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * ensure time for lesson observations, demonstration lessons and targeted English and Mathematics support * Assistant Principal working with Assistant Principal, Curriculum and Instruction to determine best ways to support teachers
<p>COVID ILSP</p> <p>\$51,133.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * identified students (Year 1-6) receiving targeted Learning Support in reading and/or numeracy * targeted students being discussed and monitored at Learning Support Team meetings * most students displaying growth in reading and numeracy (PAT-R, PAT-Maths and check-in assessments) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * ensure COVID-ILSP successes in small group tuition are embedded into the Learning Support of students from Learning Support teachers and School Learning Support Officers across the school in all classes
<p>AP Curriculum & Instruction</p> <p>\$60,228.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborating for effective classroom practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • AP Curriculum and Instruction key part of school's participation in the Accelerated Adopter initiative • AP Curriculum and Instruction undertaking professional learning in new syllabus, high potential and gifted education and curriculum reform <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Accelerated Adopter initiative successfully implemented in the Stage 1 classroom

AP Curriculum & Instruction

\$60,228.40

* AP Curriculum and Instruction undertook relevant professional learning in curriculum reform, high potential and gifted education and Accelerated Adopter to inform and lead future professional learning

After evaluation, the next steps to support our students will be:

- * AP Curriculum and Instruction to lead professional learning in new syllabuses
- * AP Curriculum and Instruction to continue to partake in relevant professional learning such as new 3-6 English and Mathematics syllabuses
- * Mentoring teachers in teaching and programming English and Mathematics



Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	62	57	61	60
Girls	42	43	46	53

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	96.8	94.0	86.9
1	95.4	92.3	94.0	92.0
2	93.5	95.9	94.9	87.3
3	94.7	95.0	93.4	89.7
4	94.8	94.2	94.0	88.0
5	94.6	93.9	94.6	90.1
6	91.5	95.5	90.4	88.4
All Years	93.9	94.8	93.6	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1.4
Classroom Teacher(s)	4.63
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.28
School Administration and Support Staff	1.73
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	301,760
Revenue	1,977,617
Appropriation	1,887,793
Sale of Goods and Services	7,978
Grants and contributions	75,789
Investment income	1,942
Other revenue	4,116
Expenses	-1,885,871
Employee related	-1,573,746
Operating expenses	-312,125
Surplus / deficit for the year	91,746
Closing Balance	393,506

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.

	2022 SBAR Adjustments (\$)
Targeted Total	55,060
Equity Total	118,367
Equity - Aboriginal	9,023
Equity - Socio-economic	52,544
Equity - Language	6,492
Equity - Disability	50,308
Base Total	1,195,413
Base - Per Capita	27,037
Base - Location	22,005
Base - Other	1,146,372
Other Total	360,849
Grand Total	1,729,689

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.



Parent/caregiver, student, teacher satisfaction

In 2022, ongoing consultation has continued with parents, students, staff and the wider community. The P&C has continued to be a key stakeholder in consultation and discussion around the school's Strategic Improvement Plan. This was achieved through discussion arising from principal reports which were given at every P&C meeting in 2022. The Griffith Aboriginal Education Consultative Group (AECG) has continued to be kept up-to-date with the school's initiatives in 2022, through school reports at AECG meetings.

To inform the Strategic Improvement Plan, parent, student and teacher satisfaction was collected by means of focus groups and surveys in 2022. Data has continued to indicate positive results in the perception of students, parents and staff towards the school and continued support of the targeted directions taken in the Strategic Improvement Plan. Students and parents once again consistently responded positively around quality teaching and learning, but in 2022 they also clearly noted the "extra" things that staff do to care for students and providing additional learning opportunities. The professional learning that staff undertake to refine and improve their practice continued to be noticed by parents.

Staff had the opportunity to be reflective on the professional learning offered at Yenda Public School. Of particular note, there has been a lift in staff confidence of teaching writing, and receiving adequate professional learning in order to teach writing effectively.

In 2022, there was a 5% increase from 2021 in relation to students' positive sense of belonging at school in the Tell Them From Me survey. Even with this lift, the score was lower than what was being observed by the school community. An internal survey was once again conducted with all students and staff, as well as a parent focus group around students' positive sense of belonging. This internal data again showed students' positive sense of belonging to be much higher than the external result. In primary grades, there was a lift in the internal result when compared with 2021. School executive will continue to triangulate internal and external data in this area to make informed decisions in Strategic Direction 3- positive wellbeing.



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 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

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.

