2023 Annual Report

Yenda Public School

3554

Introduction

The Annual Report for 2023 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

Yenda Public School
Curran Rd
Yenda, 2681
https://yenda-p.schools.nsw.gov.au
yenda-p.school@det.nsw.edu.au
6968 1236

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 115 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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

Integration funding support
AP Curriculum & Instruction
Aboriginal background
Low level adjustment for disability
English language proficiency
Professional learning

Summary of progress

The focus for 2023 was on triangulation of literacy and numeracy assessment data to guide whole-school teaching and learning focuses for all teachers. This involved reviewing the whole school assessment structures. Professional learning was undertaken to upskill staff on formative assessment. Time was allocated to modify teaching programs and implement in classrooms. Sharing of formative assessments in staff meetings was completed. Data was analysed by executive and discussed findings with the whole staff. The professional learning on formative assessment was too broad and will need a deeper and narrower focus to explicitly teach what it looks like in the classroom. The sharing of data did not engage all teachers, therefore lacked effectiveness as some staff did not provide data or engage in the process. For the staff who did engage, knowledge and insight was gained of where their students were heading within their learning. As a result, some teachers used data effectively to analyse and drive teaching in literacy and numeracy. Student learning outcomes were monitored using a variety of formative assessment types and analysed for progress on achievement. In 2024, the focus will be to improve teacher use and understanding of what formative assessment is, which will support further improvement towards building teachers' capacity to analyse formative assessments inform teaching directions and determine student learning at individualised and whole class levels.

In 2024, the school will focus on improving programming guidelines, policies and procedures to ensure structures are in place to better support all teachers in their core business of teaching. A checklist of expectations will be co-developed and designed by the executive team to ensure consistency across all stages. Role statements for all positions at the school will be presented to staff to ensure a better understanding of roles and responsibilities at the beginning of the year. Planned release from face to face (RFF) time will be scheduled weekly for all teachers to access supervisors for additional programming and co-develop programs using syllabus units as a guide. Programs will be modified according to individual class needs and teaching/learning support, with one planning day per term (additional RFF time as a result of the Curriculum Reform requirements) scheduled four (4) times per year. Analysis of school data captures indicate that a review of communication systems is required to ensure the data is accessible to teachers to modify programs if required and better drive teaching and learning at individual, targeted and whole class learning. Data analysis and data literacy for all teachers will be a focus for 2024 which will support further improvement towards student assessment data being regularly used school-wide to identify student achievements and progress, in order to reflect on teaching and inform next steps in teaching and 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 percentage of Year 3 and Year 5 students at or above expected growth in **PAT-M.**	Year 3 students above 50 percentile was 36% in PAT-M in February. In November Year 3 students remained the same achieving 36% above percentile in PAT-M. There was no increase or decrease.

Increase percentage of Year 3 and Year 5 students at or above expected growth in **PAT-M.**	Year 5 students above 50 percentile was 36% in PAT-M in February. In November Year 3 students increased to 38% above 50 percentile in PAT-M. This was an increase of 2%.
Increase percentage of Year 3 and Year 5 students at or above expected growth in **PAT-R.**	Year 3 students above 50 percentile was 27% in PAT-R in February. In November Year 3 increased to 58% above percentile in PAT-R. This was an increase 31% achieving above the 50 percentile.. Year 5 students above 50 percentile was 31% in PAT-R in February. In November Year 5 students increased to 42% above 50 percentile in PAT-R. This was an increase of 11% achieving above the 50 percentile .

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

AP Curriculum & Instruction
English language proficiency
Professional learning
QTSS release
Beginning teacher support
Location
Per capita

Summary of progress

The focus for 2023 was on developing explicit systems for collaboration and feedback to sustain quality teaching practices and evidence-based teaching strategies. This involved trialling strategies, mentoring, teaching observations and the modelling of effective practice with a focus on teaching and learning in English. Regular review, refinement and analysis of the Strategic Improvement Plan (SIP) strategies by executive was implemented. Whole school implementation of learning goals, lesson intentions, success criteria and explicit teaching and feedback were put in place. New NSW Department of Education (DoE) English and Maths syllabuses K-2 and associated units were implemented by teachers. Engagement of an external provider to support professional learning focused on understanding the English syllabus was continued throughout the year. Teachers were provided release from face-to-face teaching in order to undertake additional professional learning. Teachers were provided with additional time with stage colleagues and the assistant Principal Curriculum and Instruction (APC&I) to unpack the syllabuses and to contextualise the DoE units. Explicit teaching of learning intentions and success criteria (LISC) was completed through professional learning and regular discussions in meetings. As a result, coaching and mentoring supported the enhancement of teachers' capacity to understand and implement the new syllabus using the new units and LISC. K-2 staff and students engaged well with the new units provided by the DoE. The school will continue to use and unpack these in teaching programs. The current model of demonstration lessons and twilight professional learning was no longer working for the teachers at Yenda Public School. Teachers indicated that using an external expert was no longer valued and wanted a greater focus on new curriculum reform, and new syllabus learning at all stages, to support changes in in classes that will be taught moving into 2024. The APC&I will also have a greater responsibility in leading all English and Maths professional learning in 2024.

In 2024, the focus will continue to be on improving teacher knowledge and understanding of the new syllabuses. The 3-6 syllabuses will be implemented and DoE units will be unpacked and contextualised within the classrooms. Professional Learning in English will focus on writing and fluency in reading. Continuation of aligning school scope and sequences to the new syllabuses will also be prioritised. These directions will support further improvement towards creating high quality, explicit systems for collaboration and feedback to sustain quality teaching practices and evidence-based teaching strategies.

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 the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.	The mean scale score for Year 4 in 2022 was 362.6. (58.4% questions correct) . In 2023 the mean scaled score was (66.8% questions correct). Which is an increase of 8.4%.

Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.	The mean scale score for Year 6 in 2022 was 397.6 (57% questions correct) . In 2023 the mean scaled score was (67.8% questions correct) . Which is an increase of 10.8% .
Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Reading Check-in assessment.	The mean scale score for Year 4 in 2022 was 381.1. In 2023 (57.5% questions correct). In 2023 the mean scaled score was (67.4% questions correct). Which is an increase of 9.9%. The mean scale score for Year 6 in 2022 was 400.4 (53.8% questions correct). In 2023 the mean scaled score was (60.6% questions correct). Which is an increase of 6.8%. 2023 did not include a mean scaled score. We needed to look at % of questions correct instead.

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

Socio-economic background
English language proficiency
Location
Low level adjustment for disability

Summary of progress

Positive behaviour for Learning, LaST, Attendance

The focus for 2023 was on developing a school culture that is strongly focused on learning, building educational aspiration through supportive wellbeing frameworks and to support individual learners.

This involved implementing strategies to support all students through the implementation of school-based processes such a Positive Behaviour for Learning, the establishment of a structured Learning and Support Team to support identified students and the refining of attendance strategies to support the school's goal to improve the attendance rates and develop a culture of whole community responsibility increasing student attendance and engagement.

Positive Behaviour for Learning (PBL)

Throughout 2023 the school updated the playground monitoring systems to include data entry weekly into Sentral by the administration team. Previous data indicated that whole school student behaviour had declined, to lower than the school expectations. There was a refocus on each identified school value that were explicitly taught by all classroom teachers as a component of morning routines. Expectations were also clearly and regularly advertised in newsletters throughout the year. The school introduced a behaviour traffic light system that is appropriate for all students including students with specific needs. This was trialled in the Stage 1 classrooms with the aim of full implementation in 2024 after reviewing its success. The traffic light system was introduced as an alternative to PBL strategies as a result of formal training for PBL not being available this year. Additional funding was also sourced to provide an increased number of School Learning and Support Officers (SLSO) which lowered the teacher to student ratios and allowed students to develop positive relationships and connections in a safe and supportive environment. As a result, the traffic light system and monitoring processes have been very successful and will be fully implemented across the school in 2024.

Learning and Support Team (LaST)

The Learning and Support Team (LaST) attended specific workshops that were identified for staff in order to better support students at point of need, this included autism training and the neuroscience behind strategies to support students with behaviour needs. Educators brought this knowledge back into the school which then allowed the review and restructure of current LaST systems, timetabling and consideration of appropriate resources to better support student wellbeing programs. Resources were then subsequently purchased for all classrooms. This review ensured that a new LaST timetable was developed to target interventions for identified students in every classroom. The impact of this initiative has allowed for smaller class sizes and targeted teaching for specific groups which has increased student academic performance in literacy and numeracy. MacqLit was continued as the previous year's data indicated that it was successfully increasing student learning in reading within Stage 2 and 3 classrooms. Staffing complexities, availability and training were barriers for this initiative. The school overcame much of this by using alternative strategies to ensure the programs were still implemented throughout the year.

Attendance

With a new principal commencing at the school this year, a review of attendance procedures was undertaken to complete an audit on whole-school attendance processes. A formalised system was introduced and trialled that included

parents and students being aware of individual attendance, the expectations of the school and the NSW Department of Education. The establishment of termly correspondence to all families outlining current attendance of each child has been very successful in increasing and maintaining higher student attendance rates throughout the whole year. Family holidays and sickness are still stressors for this community. Whole school attendance data has increased from 88.7% in 2022 with 47.1% of students attending 90% of the time. to 91.5% in 2023 with 70% of students attending 90% of the time. This is an increase of 22.9% of students attending 90% of the time.

In 2024, the wellbeing focus will be to ensure all staff have access to professional learning in behaviour management practices with the goal to maintain the current high level of improvement in behaviour data and implement the traffic light system across the whole school. The school will consolidate the Learning and Support systems that are in place to be more structured, regular and student specific using data analysis to drive and determine the directions of this initiative. The school will also endeavour to undertake a full audit of attendance practices using the NSW Department of Education's policy and procedures as a guide to ensure all systems are relevant, current and strategic. This will support further improvement towards developing a school culture that is strongly focused on learning, building educational aspiration through supportive wellbeing frameworks and to support individual learners.

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% increases by 5.42% (system-negotiated target)	• In 2022, whole school attendance was 88.7%, with 47.1% of students attending 90% of the time. • In 2023, whole school attendance was 91.5% with 69.2% of student attending 90% of the time. • This is an increase of 22.1% of students attending 90% of the time.
Tell Them Form Me- Students indicating a positive sense of belonging at school to increase by 2%	In 2022, 68% of year 4-6 students indicated they have a positive sense of belonging at school. This remained the same in 2023, with 68% indicating they have a positive sense of belonging at school.

Funding sources	Impact achieved this year
Integration funding support $95,125.00	Integration funding support (IFS) allocations support eligible students at Yenda Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Know our students and where to next • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $70,137.78	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Sense of belonging to be successful learners **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through autism and neuroscience wellbeing programs to support student learning • employment of additional staff to support MacqLit program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** - all students were able to attend excursions, incursions and access resources applicable to individual needs. - targeted students had individualised learning and health plans - students had increased access to educators in one on one learning sessions - increased wellbeing, attendance and engagement across the school. **After evaluation, the next steps to support our students will be:** continue to engage the literacy and numeracy learning and support team. Data shows that attendance rates for students has improved by 20% in 2023. Next year, the school will continue to provide individualised support in

Socio-economic background $70,137.78	the classroom for identified students, and review the attendance procedures throughout the school.
Aboriginal background $13,355.21	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Know our students and where to next **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** an increase in Aboriginal students engaging in the PLP process. All students received individualised support in English and Maths lessons to increase learning opportunities **After evaluation, the next steps to support our students will be:** to continue to support Aboriginal students to identify learning and wellbeing goals, and have ownership and authorship within their learning.
English language proficiency $2,961.68	English language proficiency equity loading provides support for students at all four phases of English language learning at Yenda Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Know our students and where to next • Collaborating for effective classroom practice • Sense of belonging to be successful learners **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** • student progress showing growth on the learning progressions • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** to capitalise on teacher confidence and their capacity to design integrated English units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability $52,501.42	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.

Low level adjustment for disability $52,501.42	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Know our students and where to next • Sense of belonging to be successful learners **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** - an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Location $23,720.58	The location funding allocation is provided to Yenda Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborating for effective classroom practice • Sense of belonging to be successful learners **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** - increased curriculum opportunities and choices for students. - purchase of extra-curricular resources in order to attend curriculum based excursions. **After evaluation, the next steps to support our students will be:** to continue to identify curriculum opportunities for students to support student interests and growth in technology learning.
Professional learning $15,916.58	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Professional learning $15,916.58	• Know our students and where to next • Collaborating for effective classroom practice **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** •　　　increased capacity of all teachers to embed effective practices in the explicit teaching of English, resulting in improved internal and external student results. **After evaluation, the next steps to support our students will be:** personalised and targeted professional learning in the English and Maths syllabus and its implementation in a K-6 setting.
QTSS release $22,016.45	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yenda Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborating for effective classroom practice **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** - improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** for the executive team to mentor and coach all teachers to support professional growth and development at point of need.
COVID ILSP $35,546.76	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor the growth and impact of MacqLit on student learning. • providing targeted, explicit instruction for student groups in literacy-reading mastery. • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program

COVID ILSP $35,546.76	**The allocation of this funding has resulted in the following impact:** - the majority of the students in the MacqLit program achieving significant progress towards their personal learning goals in reading **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	57	61	60	58
Girls	43	46	53	57

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	96.8	94.0	86.9	91.6
1	92.3	94.0	92.0	91.5
2	95.9	94.9	87.3	92.4
3	95.0	93.4	89.7	93.5
4	94.2	94.0	88.0	91.7
5	93.9	94.6	90.1	92.6
6	95.5	90.4	88.4	87.7
All Years	94.8	93.6	88.8	91.4
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	5.64
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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	291,950.01
Revenue	2,166,711.97
Appropriation	2,060,543.97
Sale of Goods and Services	5,518.74
Grants and contributions	94,333.27
Investment income	6,315.99
Expenses	-2,184,119.31
Employee related	-1,894,064.12
Operating expenses	-290,055.19
Surplus / deficit for the year	-17,407.34
Closing Balance	274,542.67

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	81,595
Equity Total	138,956
Equity - Aboriginal	13,355
Equity - Socio-economic	70,138
Equity - Language	2,962
Equity - Disability	52,501
Base Total	1,303,670
Base - Per Capita	29,409
Base - Location	23,721
Base - Other	1,250,540
Other Total	371,257
Grand Total	1,895,478

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year the school endeavours to seek the opinions of parents, students and teachers about the school.

In 2023 the school conducted internal surveys, analysed Tell Them From Me survey data, conversations, P&C meetings and interviews as evaluation instruments to collect relevant data to determine strengths and areas for further development. Following are the findings:

Students from Year 4 to 6 provided feedback through the Tell Them From Me surveys that were undertaken in 2023. Areas the students scored high included participation in sporting opportunities (year 4 and 6), positive relationships, positive behaviour at school, effort and school pride. Most students indicated that bullying was not an issue at Yenda Public School. Areas that will require further analysis include sporting opportunities (year 5), sense of belonging, students valuing learning outcomes (average to low), positive homework behaviours, students feeling interested and motivated to learn. Advocacy at school was also an identified area for further consideration.

Teacher survey results indicated that there was an improvement in school culture in 2023. This increase was attributed to the inclusive extra-curricular activities that were planned throughout the year. Teachers reported that they felt the school was a caring and friendly place to work with a high sense of wellbeing. Staff felt supported by the executive team and the professional learning provided, to support them as educators. An area for development was the organisation of collaboration meetings and the frequency of these. This will be reviewed early 2024 to determine new structures with considerations to when staff are on site.

Parents/carers also indicated that Yenda Public School is a caring and supportive environment for them and their children. The survey results also indicated that they were satisfied with the communication strategies undertaken by the school and the level of information parents receive in a timely manner, through various forms including email, newsletters, social media and phone calls. An area identified for further development included reviewing parent updates on children's academic progress.

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.