**School context statement**

Yanderra Public School is a small school, offering a complete range of educational programs in a nurtured environment. Enrolments at the school have been consistent over the last four years allowing the formation of three multi-stage classes. The role of the Principal is one of teacher and administrator. The school has a positive relationship with the community and is a meeting place for parents and caregivers. We believe that every student who attends Yanderra is capable of learning and being able to develop skills to be a respectful and safe member of the school and wider community. The school motto is ‘Strive to Excel’ and this philosophy is encouraged through committed staff and quality teaching and learning programs.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

Student enrolment has remained consistent over the past five years. The majority of students are from an Anglo-Saxon background. Student mobility is not an issue for the school.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>21</td>
<td>28</td>
<td>28</td>
<td>31</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance is an important factor in ensuring student learning outcomes. Although the School total is slightly below the State level it is still at an acceptable level and has remained consistent since 2009.

**Management of Non-Attendance**

The importance of attendance and the legal requirements associated with absences is explained to parents at both Kindergarten orientation and through the school’s newsletter. Class teachers mark the roll in accordance with DEC requirements and contact is made with families when a student is absent for two consecutive days. When regular absences are recorded the class teacher will meet with the parent/caregiver/student to discuss any attendance issues. The principal is informed and a plan is implemented to monitor attendance. If no improvement is noted the case is referred to the Home School Liaison Officer for follow up.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Mrs Lee-Anne Langbien is the teaching Principal. In her role as both teacher and administrator Mrs Langbien is entitled to one administration day each week. Mrs Maree Frank worked a six day fortnight with Mrs Norton while Miss Kyrstie Southwell filled the temporary assistant classroom position. Mrs Rebecca Carlyon returned from maternity leave to implement the teacher release program and learning and support position. Ms Merri Winter was employed for two days a week to support student learning. Mrs Michelle Ainsworth is employed to implement the Library program. Ms Helen James is the School Counsellor.

The teaching staff is assisted by a full time school administration manager, Mrs Diane Eccleston and a part time school administrative officer, Ms Jodie Eccleston. Students are supported by Learning and Support Officers, Mrs Kerryanne Hayes and Mrs Amanda Davidson. A part time general assistant Mr Paul Baragry maintains the grounds and buildings.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.506</td>
</tr>
<tr>
<td>Total</td>
<td>5.024</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>34</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>66</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional Learning in 2014 supported the School focus on literacy, numeracy and student welfare. 83% of teaching staff participated in Understanding Autism Spectrum Disorders through online training. Staff committed to after school face to face sessions as well as online between session readings and forums. Staff developed strategies, to implement with targeted students and shared their findings and understandings.

To support the implementation of the NSW English Syllabus for the Australian Curriculum, two staff members were given the opportunity to attend learning sessions at local Primary Schools. Teachers were able to observe lessons and ask questions before coming back to share their new knowledge and trial aspects within their own classrooms. A planning day was also organized for all teachers to work with Megan Burgess on planning a unit of work based on the English Syllabus. Student work samples reflected learning outcomes and student engagement was positive.

A further planning day was organized to again work with Megan this time on using the NSW Mathematics Syllabus for the Australian Curriculum. Teachers used the syllabus and continuum to plan learning activities for ‘Targeting Early Numeracy’ as well as linking the numeration strand of the syllabus to the Mathematics Continuum. A further workshop was used to develop a scope and sequence for implementation in 2015.

As part of the school’s commitment to ‘Live Life Well’ two teachers attended network meetings to further develop skills in teaching fundamental movement skills as part of our fitness program as well as a second workshop on programming and developing a scope and sequence to implement the Health component of the Personal Development Health and Physical Education Syllabus.

School Development Days throughout 2014 focused on developing staff in Child Protection updates, Science and Technology, Positive Behaviour Management, Anti-Bullying, History and school organization.

Support Staff attended a conference while the School Administrative Manager attended a two day conference updating financial and administrative skills.

The Principal attends Wollondilly Network Meetings and Primary Principal’s Association Meetings to ensure knowledge is maintained and DEC updates are conveyed to all staff and implemented as required.

The total school expenditure on teacher professional learning was $4,633.40 which equates to an average of $772 per teacher.

One staff member has achieved proficient level of accreditation through the Australian Professional Standards for Teachers.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>149820.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>64722.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>91159.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19508.39</td>
</tr>
<tr>
<td>Interest</td>
<td>5249.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6497.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>336958.30</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
<th>12106.40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excursions</td>
<td>6150.50</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections</td>
<td>1084.93</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>852.00</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td>71220.81</td>
<td></td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8923.17</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21276.04</td>
<td></td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>9814.90</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>6315.32</td>
<td></td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5275.00</td>
<td></td>
</tr>
<tr>
<td>Capital programs</td>
<td>4575.67</td>
<td></td>
</tr>
<tr>
<td>Total expenditure</td>
<td>147594.74</td>
<td></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>189363.56</td>
<td></td>
</tr>
</tbody>
</table>

The school does not have voluntary school contributions. Parents support the school’s budget through fund raising activities.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

2014 saw a continuation of our creative arts program as a significant component of student’s educational experiences.

The Wollondilly Performing Arts Festival again provided students the opportunity to showcase their talents in both dance and choir. Students from Year 1 to Year 6 combined to learn a modern dance to ‘Happy’ under the guidance of Miss Kristie. A small group of senior choir students combined with other school choir members to form a combined choir and performed on both nights of the festival.

Modern dance and movement was taught to all students across term 2 and 3.

Student’s poster decorations highlighting local events and acceptance of all people were entered in local displays and competitions.

To celebrate music education students participated in ‘music, count us in’ through learning and performing ‘Paint You A Song’ at our Presentation Assembly.

Sport

Sport, fitness and leisure programs assist our students to lead an active lifestyle and to practice healthy life choices.

Our fitness program emphasizes the development of the twelve fundamental movement skills. Kindergarten to Year 6 students participate in huff and puff activities and skill development through modified sporting games.

Students combined with Bargo Public School for the athletics carnival and Oakdale Public School for the swimming carnival. As a result a small number of students progress to District Carnivals. Our cross country is held at the school with all students participating in the event. Runners from each age group progress to the Razor Back Carnival to combine with other schools.

In Term 4 all students participated in a six week gymnastics program developing their flexibility and rhythm through a series of planned and sequenced lessons. Lessons are delivered
highlighting enjoyment and involvement of all students.

The Special Swimming Scheme operated again this year for students from Year 2 to Year 5. All students improved their confidence and progressed through the levels.

Other

For Kindergarten to Year 2 students the Responsible Pet Program once again visited the school. This program highlights care of pets and first hand safety information on approaching pets, in particular dogs.

In Term 2 students from Year 1 to Year 6 participated in the ‘Start Smart’ program. A facilitator worked with each Stage. In Stage 1 students learnt to distinguish between needs and wants. Students had to make spending and saving decisions in a range of real life situations. In Stage 2 students were introduced to credit and keycards, earning money and the importance of comparative shopping. In Stage 3 students discussed sources of income and investigated interest. They also planned ways to take control of their financial future.

In September, K/1 held a Grandparents afternoon. This afternoon culminated a unit of work on ‘Changes over Time’. Students wrote to their grandparents inviting them to come to school. While at school, students shared their learning and performed songs for them. All grandparents were served a special afternoon tea and left with a special memory box and of course a big smile on their face.

In Term 4 students from Year 4 to Year 6 attended a three day ‘Aussie Bush Camp’ with students and Teachers from Bargo Public School. This was a wonderful opportunity for Yanderra students to interact with students from a large school through team building and camping activities. It also allowed Year 6 students to build positive relationships with other students before starting High School.

In Term 4 all students attended an incursion. Travel Bugs visited the school allowing students a hands on experience with a range of insects. In small groups students had the opportunity to ask questions and learn about diet, habitat and reproduction of insects.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy

Literacy is divided into four strands, reading, spelling, grammar and punctuation and writing. In writing students were required to write a persuasive text.

In Year 3, 10 students completed assessments in 2013. In reading 70% of students were above minimum standard with 20% of those being proficient. Item performance indicated that students had most difficulty with making inferences when presented with data and connecting ideas found within a text. Explicit teaching of inferring will be a focus in the 2015 to 2017 Strategic Directions.
In writing 60% of students were above minimum standard. Data indicated that students struggled to maintain persuasive techniques throughout the entire text. Teaching and learning programs need to focus on developing student vocabulary and sentence structure to improve writing techniques.

In spelling 50% of students were above minimum standard, while in grammar and punctuation 70% were above minimum standard with 10% being proficient. Item performance indicated that students had difficulty identifying errors in words of two or more syllables and in punctuating complex sentences.
NAPLAN Year 3 - Numeracy

In numeracy 70% of students were above minimum standard with 20% being proficient. In data, measurement, space and geometry 70% of students were above minimum standard with 30% being proficient and in number, patterns and algebra 90% of students were above minimum standard with 30% proficient. It is important that students read questions carefully to understand what mathematical concept is required and to ensure that two step questions are answered correctly. Our systematic approach to targeting early numeracy has allowed students to be flexible in the strategies they implement to solve numeracy questions.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 5, 17 students completed assessments in 2014. In reading, 60% of students were above minimum standard with 24% of those being proficient. Item performance indicated that students had most difficulty with connecting main ideas found within a text and interpreting poetry.

In writing 48% of students were above minimum standard. The consistent use of persuasive techniques was not evident in student writing. The majority of students failed to use effective paragraphs as a means of organizing information.
In spelling 84% of students were above minimum standard with 24% of those students proficient while in grammar and punctuation 72% were above minimum standard with 24% being proficient. Item performance indicated that students had difficulty choosing between digraphs (au, ou) when spelling and the correct use of auxiliary verbs and contractions when punctuating sentences.

NAPLAN Year 5 - Numeracy

In numeracy 54% of students were above minimum standard with 18% being proficient. In data, measurement, space and geometry 48% of students were above minimum standard with 12% being proficient and in number, patterns and algebra 60% of students were above minimum standard with 24% being proficient. In Year 5, questions which related to the view of 3D shapes, interpreting data, ratios and identifying the place value of fractions caused concern for students.

A positive growth rate of students matched between Year 3 2012 and Year 5 2014 was achieved with the majority of students growing by more than one skill band in all assessed areas.

Other achievements

Best Start

In Term 1, students in Kindergarten were assessed in both Literacy and Numeracy using Best Start. Reports were generated for both the school and parents outlining student understanding and strategies to develop student learning outcomes. Developing a sound understanding of reading and implementing Targeting Early Numeracy became the focus and teaching and learning programs reflected this understanding. Student outcomes improved in both literacy and numeracy.
In Term 4 students were reassessed and comparative data was generated highlighting the significant growth made by students and teachers in teaching and learning.

<table>
<thead>
<tr>
<th>Reading Texts</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Term 4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

In reading students moved from Level 1 and Level 2 in Term 1, to a spread from Level 1 to Level 5 in Term 4. In writing all students improved their writing development.

<table>
<thead>
<tr>
<th>Writing</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Term 4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

In early arithmetical strategies, students were assessed at Level 0 and Level 1 in Term 1. In Term 4 students had progressed to Level 1, Level 2 and Level 3. This is reflective of the explicit teaching of TEN across the whole school developing the use of counting on and back strategies.

<table>
<thead>
<tr>
<th>Early Arithmetical Strategies</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Term 4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Aboriginal Education

At Yanderra we have a cross-curricular approach to Aboriginal Education, incorporating learning at appropriate opportunities within daily teaching/learning activities. All units of work include Aboriginal perspectives by using Aboriginal learning techniques as a component of teaching and learning programs. The 8 Aboriginal Ways of Learning is considered in all planning and programing.

In Term 3, NAIDOC activities bought students and families together with our local High School. Students moved between music, games and craft activities provided by High School students and staff celebrating Aboriginal culture. A rainbow serpent decorated with student hand prints was added to a walkway.

One staff member attended the Aboriginal Education Conference and Network Meeting to strengthen collaborative action and support classroom teachers to improve educational outcomes for Aboriginal students and improve Aboriginal education for all students.

Personalised Learning Plans were developed for all Aboriginal students with the support of families and teachers. These reports are reviewed regularly to ensure student progress. Learning Assistance was provided to all Aboriginal students through both the ‘Norta Norta’ Program and Equity funding to assist students meet stage appropriate outcomes in both Literacy and Numeracy.

Multicultural education and anti-racism

The Anti-Racism Contact Officer (ARCO) position is occupied by a trained staff member and their role is clearly advertised to the school community. Training of the ARCO was updated in 2013 ensuring a thorough understanding of handling complaints and dealing with incidences of racism. Although the incidence of racism is extremely low the ARCO is accessible at all times.

The DET calendar for cultural diversity was used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity. This year all classes

Significant programs and initiatives – Policy and equity funding

During 2014 our school continued to promote educational programs that make a significant impact on the educational outcomes of all students.
completed a unit on Change where students studied the impact of immigration on Australia’s identity.

The school’s curriculum Scope and Sequence Plan include multicultural perspectives through the implementation of HSIE units that focus on Cultural understanding.

**Socio-economic background**

In 2014 the Resource Allocation Model provided additional funds to the school to meet the needs of students. As a school it was decided to employ the services of an additional specialist learning and support teacher for two days a week. This teacher would enhance primary students’ access to literacy skills leading to improved learning outcomes for all students. Teaching and learning programs reflected the professional dialogue and understanding from the specialist teacher. Of the ten primary students who worked with the specialist teacher each made growth in reading texts, comprehension, phonics and phonemic awareness as matched to the Literacy Continuum.

**National Partnership Funding**

During 2014, Yanderra continued to participate in Improving Literacy and Numeracy National Partnership Initiative.

This partnership provided the school with additional funds to continue professional development in improving numeracy outcomes of students within the context of a whole school approach to Numeracy.

As a result of Targeting Early Numeracy (TEN) training in 2013 the school committed to implementing TEN every day in all classrooms. This allowed students to work within the learning environment that best catered for their needs. Professional Learning time was utilized to allow teachers to work collaboratively to plan learning activities and share results. Student data was matched to the Early Arithmetical Strategies (EAS) and Place Value Aspects on the Numeracy Continuum.

Megan Burgess (Best Start) worked with teachers on planning TEN activities and matching the numeracy strand from the NSW Mathematics Syllabus to the Numeracy Continuum. Megan also spent time observing TEN lessons and discussing strategies. Teachers spent professional learning time in developing a Scope and Sequence in Mathematics to be implemented in 2015.

To meet requirements of the National Partnership Initiative students who were part of the program in 2013 were initially monitored using EAS and Place Value. As a result of assessments the following was noted;

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well above</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>expectation</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Above</td>
<td>1</td>
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<td>7</td>
<td>3</td>
<td></td>
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<tr>
<td>expectation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
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<tr>
<td>expectation</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Well below</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectation</td>
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</tr>
</tbody>
</table>

In Term 4, Mrs Carlyon assessed each student on questions related to EAS and Place Value. These two areas are explicitly taught through TEN. It was noted that students were very good at explaining the strategies they used to solve questions. The split strategy was the preferred strategy used by students. In Place Value most students recognized ten as a unit and could count by ten both on and off the decade. Students were stronger at counting on than counting back. This data was shared with teachers and teaching and learning programs were differentiated to cater for student needs.

Student data was once again monitored and the following noted;

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well above</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>1</td>
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</tr>
<tr>
<td>expectation</td>
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<td></td>
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<tr>
<td>At</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The results demonstrated that following the commitment to TEN a greater number of students were well above and above expectation.

In 2015, all teaching staff will continue to implement TEN as part of our daily approach to teaching numeracy. Student data will be monitored and teaching and learning programs differentiated to cater for student levels.

**Drug Education**

The school drug education program provided effective instruction designed to both deter young people from using drugs and to develop positive values and attitudes when making choices involving the use of drugs. To promote positive choices all student attended the Life Education Van where they learnt about healthy eating, caring for their body, safety around medicines, good and bad drugs and the effects of alcohol. The Life Education program ensures students receive the correct information to make the best choices for a healthy lifestyle.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School Based Assessments
- Teacher Assessment Review Schedule
- External Assessments

**School planning 2012-2014:**

**School priority 1**

Increased levels of literacy for every student.

**Outcomes from 2012–2014**

- Improve reading skills of students Years 3-6.
- Improve teacher knowledge of the teaching of reading Kindergarten to Year 6.

**Evidence of achievement of outcomes in 2014:**

- Additional support provided for focus students in Year 3-6 through additional learning and support. All targeted students improved in aspects of reading and comprehension as measured by the Literacy Continuum.
- 50% of Kindergarten students achieved Cluster 4 Reading, 50% of Year 1 achieved Cluster 6 Reading and 40% of Year 2 achieved Cluster 8 Reading as measured by the Literacy Continuum.
- Programming and delivery of units based on the NSW English Syllabus across all classes with the use of Consultancy support.

**Strategies to achieve these outcomes in 2014:**

- Focus on students at risk of not achieving reading outcomes and monitor their development through intervention programs
- Implement the NSW English Syllabus for the Australian Curriculum
- Continue to implement Focus on Reading

**School priority 2**

Increased levels of numeracy for every student.

**Outcomes from 2012–2014**

- Improved student performance in numeracy K-6.
- Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy.
- Teachers extend knowledge and understanding of the numeracy continuum and its links to Best Start, Targeting Early Numeracy and the Syllabus.

**Evidence of achievement of outcomes in 2014:**

- 58% of students above expectation as a result of the implementation of TEN across the school.
- Teaching and learning programs differentiated to cater for focus groups. Data analysed and tracked using the numeracy continuum.
• A scope and sequence developed for implementation in 2015.

**Strategies to achieve these outcomes in 2014:**

• Continue to implement TEN across the school to ensure students in Kindergarten, Year 1 and Year 2 achieve minimum standards.

• Familiarization of the Mathematics Syllabus in preparation for implementation in 2014.

**School priority 3**

**Student Engagement and Attainment**

**Outcomes from 2012–2014**

• School structures and practices respect and respond to the diverse needs and unique characteristics of every student.

• High level use of technology to improve engagement and attainment at all levels.

• School communication and reporting is effective, informative and comprehensive.

**Evidence of achievement of outcomes in 2014:**

• As a result of student feedback modifications were made to the Reward Policy to ensure more students achieve Silver and Gold levels.

• Engagement levels increased as a result of the implementation of iPad technology in all learning environments.

**Strategies to achieve these outcomes in 2014:**

• Further refinement of the Student Welfare Policy through student, parent and staff feedback.

• Implementation of iPad technology across the school.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

Parents enjoy the sense of belonging that a small school delivers. They feel welcome when entering the school and are confident their concerns are addressed in a timely manner. Parents believe they are able to discuss matters with staff and are mostly happy with the outcomes of meetings. Parents agree that improving student outcomes is behind decisions made by the school. Parents enjoy attending special days organized by the school. Parents felt that TEN and the use of iPads in the classroom were positive.

**Teachers**

There is high level of support amongst staff as they face the challenges of teaching and managing the diverse range of student needs. A collegial approach allows staff to share strategies and programs to improve student learning outcomes. Staff appreciates the many opportunities provided to them to develop their teaching and learning skills. A positive relationship with parents and students assists teachers in achieving their desired outcomes. Teachers felt the method of monitoring student behaviour was consistent.

**Students**

Students are happy to attend school and enjoy spending time with their friends. Most students believe teachers treat them fairly and listen to them. The majority of students enjoy what they do in class and see a purpose for what they learn.

Students enjoy using iPad technology as part of their daily lessons. Students felt the reward system was good and they worked hard to achieve Silver and Gold Awards. Students felt the Bigger than a Bully program gave them positive strategies to implement and the ability to stand up to bullies.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014 the school sought the opinions of community, students and staff in preparation for developing a new school plan.

Each group were asked to reflect on what they felt the school did well, what they believed we should teach, how we could best cater for the
future needs of students and how could we strengthen our community links.

28% of families, all staff and a group of six students responded to the questions. All responses were collated and common threads identified for consideration in planning our strategic directions for 2015-17.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: