Yass Public School

Annual School Report

2012
Messages

Principal’s message

2012 has been an exciting year of learning for students and staff. We have introduced the Language Learning and Literacy program in our Kindergarten classes with excellent results and our years 3 to 6 teachers have been engaged in the Counting On numeracy program and the Focus on Reading program that looks closely at how we can further develop students’ comprehension skills. These programs are designed to ensure that the learning needs of our students of the twenty-first century are being addressed.

Yass Public School’s inclusion in the Burrinjuck Learning Community has continued to provide a strong and sustainable public school focus on providing a quality education for students in the Yass area. Students benefit from the continuation of our combined curriculum focus and expertise as well as experience the consistency of student welfare programs underpinned by similar values across the schools.

Our school continues to benefit from the active support of our parents and carers. Sincere thanks to everyone who supports our students and staff in so many ways and to our wonderful P&C for working tirelessly to help provide important extras for the school.

On a personal note, I wish our wonderful Yass Public School learning community all the best for the future. I have enjoyed a rewarding and stimulating career, over three decades, with the NSW Department of Education and will always look upon my time working with the Yass community as one of the highlights. Thank you for your support.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jenny Garnett

P & C message

2012 has been a terrific year for Yass Public School, with the P&C making valuable contributions to the school and wider school community. The P&C brings together the school community through initiatives and events and has continued the momentum of previous years through a strong and motivated committee. We have maintained a strong voice across the school and have ensured the voices of parents have been heard in key decisions.

Particular note needs to be made of the P&C committee. The year has been successful due to the teamwork and dedication of the parents who comprise the P&C, with everyone willing to step in without complaint when a job needs to be done. My role as President has been made so much easier with the continued support of two very able Vice Presidents – Dimity Smith and Kirsten Stafford. Both are very dedicated and freely give up so much of their valuable time for the good of our school. Our Secretary, Therese Marinan and Treasurer, Belinda Banfield have used their skills and knowledge in their respective fields to keep the committee on track and well informed. These people have been wonderful to work with and are dedicated to making this school the best it can be. Thank you to you all.

A special thank you goes to Annemaree Gaut for her endless commitment to opening the uniform shop every Monday morning. Annemaree has taken on that commitment for three years now and ensures our children look spick and span. She has explored different uniform options and combinations, forever trying to obtain the best quality items for our children at the lowest cost to parents. It is also worth noting that all profits made from the uniform shop go directly back into the school.

The most noteworthy initiative undertaken by the P&C was the expansion of the services provided by the school canteen. This included the employment of Patrina Langfield as canteen manager and Kylie Bunting as the assistant manager. This has allowed the canteen to be opened three days a week providing our children with healthy food options and an exciting fresh menu. Thanks also goes to the parents who volunteer their time to assist in the canteen, this help is graciously accepted and appreciated. During 2012 the P&C upgraded the electrical outlets of the canteen, making it more user-friendly for Patrina and Kylie.
In 2012 the P&C provided a book club to parents and students. Once a term a wide variety of books are offered to families and a percentage of sales are returned to the school. The proceeds from the book club are spent on additional resources for the school library.

The P&C committee has had a busy year with its fundraising initiatives. Our inaugural Swing Ball, held in May this year, was both a social and fundraising success. It was co-ordinated by Kirsten and Dimity, who organized it with amazing energy and creativity, ably assisted by the committee. The fundraising aspect of the night was only possible because of the generosity of donors, which included parents and local businesses, and we are grateful to them for their support.

The Murrumbateman Field Days proved to be, once again, a fundraising success. The weather was sensational and the crowds could not get enough of the excellent food provided by our stall. This feat was only made possible by the parents who gave up their valuable time and assisted on the days. Special thanks go to Sonia Finch for coordinating the event with such skill and dedication. Without her knowledge and expertise this would not be the success that it has been for the school over a number of years.

Our Spring Fete was one of our major fundraisers for 2012. It is a special event treasured by our students, parents and local community. It gives locals the opportunity to show their arts and crafts, as well as allowing our students to run their own fundraising stalls and have some fun in the process. Parents and the local community supported the fete very well and we thank our tireless volunteers for contributing their time and energy into making it a successful and fun day for all.

One of the roles of the P&C is the raising of funds for various items of school expenditure not covered by government funding. Our major contributions in 2012 were:

- the installation of the new audio visual equipment in our school hall. This has made a tremendous difference to presentation days and school assemblies;
- air conditioning units are to be installed in the adjoining Year 1 rooms during the summer holidays, which will then make all of the classrooms in our school air conditioned;
- a new BBQ was also purchased with funds raised from the Spring Fete. It will be of great benefit when it comes time for the Murrumbateman field days and Spring Fete;
- new refurbishments in the library including new book boxes were also funded by the P&C;
- over the summer months the sandpit in the infants playground will be moved to a location which provides more shelter for the children from the sun
- the P&C also covers the costs of the school’s photocopying and pays for student accident insurance.

This year the P&C has increased its contact with new families. This is the intention of the orientation morning tea and in welcoming new families to the school. Kindergarten orientation days were extended to four sessions with each one increasing in duration. This helps our children settle into their school community making the transition from preschool to big school that little bit smoother. It also provides new families to the school with a point of contact should they have any problems or queries during the transition to school life.

I thank all the parents who have contributed their time and energy in various school events throughout the year. An hour or two here and there can make a huge positive influence on the school. Some of these contributions include:

- helping in the classrooms with reading and math activities;
- assistance on school excursions;
• volunteers for the Murrumbateman Field Days and Spring Fete;
• dedicated volunteers in the school canteen;
• orientation and new parent activities and information days and
• volunteers at sporting events such as the swimming carnival, athletics carnival and cross-country.

It would be remiss of me not to mention the teachers and staff of Yass Public School, in particular, our principal Mrs Jenny Garnett. There is a close relationship between the P&C and the school, a relationship developed and fostered by Jenny. She always gives her time freely to attend every meeting, to give advice and discuss any issues we raise, and she has assisted me greatly since I have taken up the role of P&C President. We will be sad to see her go at the end of the school year but I would like to take this opportunity on behalf of the P&C to wish her well in her future endeavours.

2012 has been a productive year for Yass Public School P&C and has built a substantial foundation for us to build upon in 2013.

Phil McHugh, P&C President

Student representatives’ message
This year Yass Public has had an exciting year. We have enjoyed many fun activities each term.

Years 5 and 6 went on camp to Sovereign Hill, they had an amazing experience finding gold and going through mines.

At the end of term 3 the Student Representative Council (SRC) held a Talent Quest for years 2 to 6. Over 20 students entered and showed their wonderful talents. There were people singing, dancing, performing magic acts, telling jokes and much more.

In terms 2 to 3 students participated in Earn and Learn where you get a docket from Woolies and they give you stickers to put on the sheet and when you complete the sheet it’s a step closer to getting equipment for your school. We collected nearly 80 thousand points and are looking forward to receiving lots of new resources early next year.

This year we enjoyed ‘Doing Thing Together’ where we are all split into groups (K-6) and work together on fun activities. During the Olympic Games each group had a country’s name and we had our own mini-Olympics. Some activities were sack racing, sock wrestling and noodle throwing.

In term 3 all the classes joined in learning Indigenous dancing with Ron. He taught us awesome dances.

We held a school fete in term 4. There were many stalls including face painting, hairspray, tombola, Lego competition, cake competition, spiders and a jumping castle. It was a very enjoyable afternoon.

Ruby Smith and Jordan Hudson School context
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
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<td>93.5</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
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<td>95.0</td>
<td>95.8</td>
<td>94.3</td>
<td></td>
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<td>95.4</td>
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<td>96.2</td>
<td>95.1</td>
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<tr>
<td>3</td>
<td>96.4</td>
<td>94.4</td>
<td>93.3</td>
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<td>94.0</td>
<td>96.0</td>
<td>93.4</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.1</td>
<td>94.2</td>
<td>95.6</td>
<td>94.8</td>
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<td>92.9</td>
<td>94.3</td>
<td>92.1</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>94.6</td>
<td>94.4</td>
<td>94.1</td>
<td>94.5</td>
</tr>
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</table>

Management of non-attendance

Attendance is monitored daily through the front office where rolls are sent after marking in the morning and late arrivals and early departures are recorded. Student absences require explanation from parents or carers and non-attendance that is unexplained or regular is followed up by class teachers, the Learning Support Team and Principal as specified in the school’s Attendance Policy. Home School Liaison referrals are made if attendance concerns are ongoing.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Classroom Teachers</td>
<td>7.778</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>0.175</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.372</td>
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<tr>
<td>Total</td>
<td>15.125</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We have one Indigenous member of the permanent workforce at Yass Public School.

Staff retention

100% of 2011 teaching staff was retained in 2012.

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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Earlier in the year each class entered visual art depicting the topic *Farming* in the Yass Show. 3/4H was placed second and KB was awarded Highly Commended.

In addition to drama groups, students have had the opportunity to join a recorder group, band and choir this year. Our band members performed at the Pre-School Proms with Yass High School and Berinba Public School and three of our band members are currently members of the Link Band which regularly rehearses at Yass High School. Our choir performed at the annual Daffodil Day community event in addition to school performances during the year.

Experimentation with digital photography and graphic art has been a feature of our students’ learning in Information Communication Technology (ICT). The results have been very creative.

End of year highlights were the stage 3 performance of *Fantastic Mr Fox* and the K-2 performance of *Emily and the Big Bad Bunyip*.

### School performance 2012

#### Achievements

**Arts**

A highlight of 2012 was the senior Drama Group’s success at the Goulburn Eisteddfod where they won the 12 years and under Group Devised Drama or Mime. Our junior Drama group also had the opportunity to write, rehearse and organise props for a play based on playing in the playground.
This year we were able to enter a girls’ netball and boys’ soccer team in the state knockout competition. This has allowed students to experience team sports against other schools in our region. The girls’ netball team won their first game against Crookwell but were knocked out by Moss Vale. The boys’ soccer team attended a round robin day in Goulburn. All students showed excellent sportsmanship.

Three teams from years 3-6 attended an AFL competition at Walker Park earlier in the year. The day gave students the opportunity to experience a team sport in a friendly competition.

Cricket NSW conducted a day cricket skills workshop for students in K-4. This day was enjoyed by all.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 3

A focus on early numeracy will incorporate the introduction of the TEN program and a move away from the use of textbooks in K-2 classes.

Literacy – NAPLAN Year 5

Implementation of the Focus on Reading program with an emphasis on developing students’ comprehension strategies will be consolidated in 2013.
Implementation of Counting On strategies and plotting students’ progress on the Numeracy Continuum will continue in 2013.

Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.0</td>
</tr>
<tr>
<td>SSG</td>
<td>79.9</td>
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<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
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</table>

Progress in spelling

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>138.0</td>
</tr>
<tr>
<td>SSG</td>
<td>86.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Progress in grammar & punctuation

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>155.3</td>
</tr>
<tr>
<td>SSG</td>
<td>96.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70.9</td>
</tr>
<tr>
<td>SSG</td>
<td>87.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students
achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

A significant program this year was the Indigenous Dance and Language program that was taught by Ron Simpson, an Indigenous educator, during term 3. Each class had a thirty minute session during which the children were shown movements for different animals in dance form.

Ron is an enthusiastic teacher and always spoke to the children about respect for the land and respect for the adults at school. He clapped his rhythm sticks as the children became emus, kangaroos, eagles and snakes. The dances told a story and the animals had English and Wiradjuri names that the children were encouraged to learn. Sometimes the girls had a different part in the dance to the boys which reflected the different roles in Aboriginal culture.

Ron played the didgeridoo and some of the children had a try at playing too. When questioned about the girls having a turn we were told that, because the didgeridoo was not traditionally from the Yass area, there was no restriction on girls playing the didgeridoo here.

On the last day Ron engaged the classes in an art lesson. He showed the children the symbols used in traditional Aboriginal art and the meaning of these symbols. The children were then encouraged to make their own story through art using some of these symbols.

The sessions were informative and a lot of fun. Ron was a great teacher who was encouraging to students and the children enjoyed each session. The experiences gave an insight into Indigenous culture which will be further developed in 2013.

Wiradjuri language workbooks, dictionary and recordings are welcome additions to our Library as they support this program.

Partnerships between our school and our Indigenous families have continued to develop in 2012. Indigenous families and staff have worked together to develop Personalised Learning Plans for students. With the establishment of an Aboriginal Education Consultative Group (AECG) in Yass, following a very successful Indigenous dance and community barbecue held at Riverbank Park, partnerships will be further strengthened.

**Multicultural education**

Multicultural education is embedded across the curriculum. In 2012 students participated in the CWA project on Timor Leste. We were delighted that Gabbie Davis was the Southern Tablelands Group winner in her division of this popular competition.

In HSIE the Olympics provided opportunities for students to learn about other cultures and the stage 3 unit on Gold included a multicultural focus.
In term 4 we were pleased to have a visit from a native American woman who shared information about her culture through storytelling, drumming, singing and dance with our students.

Our school has an Anti-Racism Officer (ARCO) who oversees school practices to ensure an inclusive school community and a racism-free learning and working environment.

**Public Speaking**

During 2012 Yass Public Students have participated in several public speaking competitions in the local area. One student, Gabbie D, represented our school at the Rostrum Public Speaking Competition in Canberra. Over 20 children represented the school at Talkfest with Yass Public students bringing home medals in all divisions. In term 4 we held our annual competition where 30 children delivered their well-planned speeches. The competition was adjudicated by local Rostrum representatives. They wholeheartedly congratulated our students and gave them practical feedback on their speeches. They also complemented our school on the high standard of speakers. Public speaking within the school gives students the opportunity to learn a new skill and with so many participants it shows that our students are embracing our school value of participation.

**Progress on 2012 targets**

**Target 1**

Data reflects increased levels of literacy and numeracy growth for all students.

Our achievements include:

- 52% of year 3 students achieved proficiency (Bands 5 and 6) in NAPLAN reading (28.5% average in 2010 and 2011);
- 50% of matched year 5 students achieved growth equal to or greater than expected growth in NAPLAN reading;
- 27% of year 5 students achieved proficiency (Bands 7 and 8) in NAPLAN spelling (19% in 2011) and
- 43% of matched year 5 students achieved growth equal to or greater than expected growth in NAPLAN numeracy.

**Target 2**

Students will be engaged in differentiated learning programs, motivated in their learning and school life and attending school regularly.

Our achievements include:

- representatives from years 5 and 6 attended an Impact Student Leadership conference;
- student attendance is at state average;
- stage 3 students were engaged in the Clever Climate Savers program;
- stage 3 students (years 5 and 6) achieving well in Mathematics were engaged in a Maths Olympiad program;
- students were provided with opportunities to be engaged in extra-curricular activities in drama, chess, recorder and band.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Language, Learning and Literacy Program (L3).

**Language, Learning and Literacy (L3)**

**Background**

In 2012 our school implemented the L3 program in our two Kindergarten classes. L3 is a research-based, Kindergarten classroom intervention that aims to ensure all students are on track in their literacy learning by year 3 by targeting text reading and writing.

**Findings and conclusions**

The following graphs show the end of year text reading levels in 2011 compared to 2012. The
results have been excellent and teachers are looking forward to continuing implementation of the program in 2013 and extending it into year 1.

Future directions
- Continued implementation of L3 in Kindergarten in 2013 and
- provision of professional learning for year 1 teachers to implement L3 Stage 1 in 2013.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and carers indicated that:
- Yass Public School has an excellent community feel where they find staff welcoming, friendly and approachable;
- they value the quality of our teachers and their dedication;
- they value our Positive Behaviour for Success program and its embedded values;
- some have difficulty accessing our Newsletter and
- they would welcome a foreign language being taught in the school.

Students indicated that:
- they value their friends, teachers and the playground;
- they enjoy playing and being active;
- they value being able to borrow equipment from the sports shed;
- they dislike it when some students swear or are mean and
- they would like the Canteen open every day.
Staff indicated that:
- they value our school’s friendly environment;
- students are provided with many and diverse opportunities and
- a continued focus on improving standards of uniform is required

Professional learning
All teachers were engaged in professional learning in 2012. The main areas of focus were Language Learning and Literacy, Focus on Reading and Counting On.

An average of $795 was expended per teacher on professional learning in 2012.

The main areas of focus for School Administration and Support Staff were First Aid and Budgeting.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Data reflects increased levels of literacy and numeracy growth for all students.

2013 Targets to achieve this outcome include:
- 36% of year 3 students will achieve proficiency (bands 5 and 6) in NAPLAN reading;
- 33% of year 3 students will achieve proficiency (Bands 5 and 6) in NAPLAN numeracy, data, measurement and shapes and graphs and number, patterns and algebra;
- 25% of year 5 students will achieve proficiency (Bands 7 and 8) in NAPLAN reading;
- 66% of matched year 5 students will achieve growth equal to or greater than expected growth in NAPLAN reading;
- 21% of year 5 students will achieve proficiency (Bands 7 and 8) in NAPLAN Writing;
- 27% of year 5 students will achieve proficiency (Bands 7 and 8) in NAPLAN spelling and grammar and punctuation;
- 66% of matched year 5 students will achieve growth equal to or greater than expected growth in NAPLAN numeracy;
- 18% of year 5 students will achieve proficiency (Bands 7 and 8) in NAPLAN numeracy;
- 60% of matched year 5 students will achieve growth equal to or greater than expected growth in NAPLAN numeracy and
- 24% of year 5 students will achieve proficiency (Bands 7 and 8) in NAPLAN data, measurement, shapes and graphs and number, patterns and algebra.

Strategies to achieve these targets include:
- analysis of NAPLAN data to inform literacy and numeracy planning for class programs;
- shared programming and teaching strategies to assist with student tracking on numeracy continuum;
- implementation of Language, Learning and Literacy program in year 1 classrooms;
- implementation of the Teaching Early Numeracy (TEN) program in early stage 1 and stage 1 classrooms and
- Explicit teaching of the 6 meta-cognitive comprehension strategies in all stage 2 and 3 classrooms.

School priority 2
Outcome for 2012–2014
Aboriginal student outcomes will match or better outcomes of the broader student population and staff will have a greater understanding of Aboriginal culture.

2013 Targets to achieve this outcome include:
- Aboriginal students will achieve at or above average year scores in NAPLAN testing;
- Aboriginal students will achieve growth at or above growth for SSEG schools;
all parents and carers of Aboriginal students will be engaged in the development of Personalised Learning Plans (PLPs) at least once each semester;

- staff will complete modules 3 and 4 of “No Gap: No Excuse” training and

- Aboriginal perspectives will be embedded across the curriculum.

**Strategies to achieve these targets include:**

- PLPs will be developed and updated at least once each term;

- parents and carers will be invited to meet with staff socially at least once each semester;

- opportunities for Indigenous students and their parents and carers to visit local universities will be sought and

- staff will undertake training in “No Gap: No Excuse” training.

**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.

Mrs Jenny Garnett, Principal

Mrs Cheryl Dentinos, Assistant Principal

Mrs Diane Hickey, Teacher

Mrs Jenelle Lawrence, Assistant Principal

Mr Phill McHugh, P&C President

**School contact information**

Yass Public School

Laidlaw St  YASS 2582

Ph: (02) 6226 1017

Fax: (02) 6226 3258

Email: yass-p.school@det.nsw.edu.au

Web: http://www.yass-p.schools.nsw

School Code: 3549

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