Our school at a glance

Students

Yanco Public School commenced the 2008 school year with an enrolment of 55 students and finished with an enrolment of 29 boys and 29 girls for a total enrolment of 58. Anticipated enrolment in 2009 is 59.

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2008.

These included:

- Targeted Early Stage 1 and Stage 1 Literacy Program – “Jolly Phonics”;
- Literacy and Numeracy focus programs for students in all Stages with assistance from Priority Schools Program;
- Road Safety – Bike-a-thon emphasising safe bikes and safe riding.
- Healthy Living programs focussing on nutrition, diet and exercise;
- Technology focussing on developing publishing skills, with particular emphasis on PowerPoint presentations; and
- Participation in the Counting On numeracy initiative.

Performing Arts, particularly musical performance, continue to be a strength of our school and provides a means to share our talents and skills with the wider community as well as building students’ self-esteem.

With the assistance of the school’s trained music teacher every student participated in the Leeton Eisteddfod in choir and dance as well as class and group items in debating, verse speaking, drama, band, percussion and keyboard.

The school participated in the State initiative Counting On program with staff trained in strategies for teaching mathematics across all stages. This program’s success has led to significant increase in students’ achievements as well as parent classroom involvement.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008 Year 3 results were generally below the State average.

Numeracy – NAPLAN Year 3

In 2008 Year 3 results were generally below the State average.

Literacy – NAPLAN Year 5

Year 5 results were mostly above the State average.

Numeracy – NAPLAN Year 5

In 2008 Year 5 results were mostly above the State average.

Messages

Principal’s message

Yanco Public School, situated in the Murrumbidgee Irrigation Area, provides a safe, caring and challenging learning environment focussed on student-centred programs based on the needs of the individual student and the development of positive relationships with the wider community.

The school encourages its students to do their personal best in all activities, promotes self-discipline and concern for others and actively supports parental involvement.

The school motto “Towards a Better World” provides the cornerstone for teaching and learning at Yanco Public School.

In 2007 our school participated in the Priority Schools Funding Program (PSFP) which provides additional resources and funding to meet the needs of our students in literacy and numeracy. This exciting program will continue to operate next year, increasing opportunities for our students to achieve desired outcomes.

The whole school community looks forward to celebrating the town’s centenary of public education in 2009.

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.

Terry McGrath
P&C and/or School Council message

The main aim of our P&C is to raise funds to help assist our wonderful little school achieve great results in educating our children. Being a small school, finding parental help each year is becoming increasingly difficult, so thank you to those who have volunteered their time this year in order to achieve our aim.

With a very small committee we still tackled our major annual fundraiser in catering at the Murrumbidgee Farm Fair. Profits were again significantly down on previous years due to the continuing drought. Further participation in this fundraiser is doubtful until farming life returns to normal.

Our Bike-a-thon, incorporating Road Safety and Healthy Living, was again very successful and continues to be a highlight of our year.

The P&C contributed $12,000 to the resurfacing of part of our school playground. The majority of funds was sourced through the Federal Government’s Investing In Our Schools program and our all-weather play area is the envy of many schools.

Our fundraising profit for the year was similar to previous years despite the on-going drought.

Karen Mansell, Treasurer, Yanco Parents and Citizens Association.

Student representative’s message

Yanco Public School has been our home-away-from-home for the past seven years and we will really miss it when we move on to secondary school. School has been a place of fun, laughter and friendship as well as some occasionally hard work in the classroom.

Our time spent playing sport, representing our school, performing in the Eisteddfod, learning to dance, organising school assemblies, chairing committees and acting as comperes at the school’s Annual Presentation Evening have equipped us well for the years ahead.

We have been taught by wonderful teachers who really care about us, looking after us when we are unhappy or sad, taking an interest in our lives and always encouraging us to do our very best.

We would like to thank everyone at Yanco for giving us a great start to our school lives and hope all students enjoy school as much as we did.

Hayley Reynolds and Alanah Pitt, Yanco Public School Captains, 2008.

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
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>3</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>456</td>
<td>6</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>456</td>
<td>5</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>456</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>K1</td>
<td>1</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>K1</td>
<td>K</td>
<td>8</td>
<td>19</td>
</tr>
</tbody>
</table>

Three composite classes have operated throughout the year.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Part-Time</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary priority Schools Program</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Release from Face-to-Face</td>
<td>0.126</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>3.762</strong></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.206</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.456</strong></td>
</tr>
</tbody>
</table>

Staff retention
All teaching staff have been working at the school for at least three years.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.7%.

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

Parents support students in daily reading program
Financial summary

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

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>154 377.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>50 383.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83 633.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>23 836.15</td>
</tr>
<tr>
<td>Interest</td>
<td>10 382.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 730.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>324 343.53</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 504.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 716.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 065.28</td>
</tr>
<tr>
<td>Library</td>
<td>1 833.65</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 014.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>176 644.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2 878.51</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16 822.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 803.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30 280.09</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 730.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>264 294.71</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>60 048.82</strong></td>
</tr>
</tbody>
</table>

Most of the Tied Funds expenditure was for resurfacing part of the playground and supporting students.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Parents and Citizens body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Arts

Creative Arts continues to be a strength of our school and has been previously commented upon. Our art and craft display was awarded first place in the Primary Schools section at the Leeton Show and individual students won awards in cooking, art and craft sections.

At the Leeton Eisteddfod school choirs gained first and second places in their sections, the K/1 drama group were placed second, class dance groups achieved first and second places, the school band was placed second and the recorder ensemble was awarded second place.

These results are truly outstanding for a school of our size.

Sport

Daily sporting activities, with an emphasis on participation, skill development and sportsmanship, play an important role in the school's program. Highlights of the year include:

- the participation of all students in the Learn to Swim Program;
- the involvement of all students in a daily exercise program as part of our Healthy Living initiative; and
- the zone representation of students in regional carnivals in athletics, cross-country, swimming, basketball, netball, Rugby League, soccer and touch football.

Young Leaders Conference

In March, our captains travelled to Melbourne with other Year 6 leaders from neighbouring schools to participate in the Young Leaders Conference. This experience was rated by our captains as their highlight of the year.

National Competitions

Each year our students are given the opportunity to participate in Australian Schools' Competitions.

Congratulations to the following students for their outstanding achievements this year:

Mathematics: Nicholas White, Distinction
English: Nicholas White, Credit
Writing: Cassie Broadrick, Credit

Achievements

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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In 2008, Yanco Public School students numbered less than ten in both Year 3 and Year 5. In order to be consistent with privacy and personal information policies, only general statements about students’ achievements may be made in this report.

Small group reading in the playground

Literacy – NAPLAN Year 3

In 2008, Year 3 results were generally below the state average. Students’ results were better in Writing than in Reading and average results in Spelling, Grammar and Punctuation were only fair.

Numeracy – NAPLAN Year 3

Average results for Year 3 students were below State averages with general weaknesses shown in number, chance and data.

Literacy – NAPLAN Year 5

Year 5 results were very pleasing with average marks in reading being thirty marks above the state average, grammar and punctuation sixty marks above and spelling and writing equal to State averages.

Numeracy – NAPLAN Year 5

Average Numeracy results were seven marks higher than the state average.

Progress in literacy

Students’ progress in reading has been outstanding. However, progression in writing was a little disappointing.

Average progress in reading for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>136.0</td>
<td>87.6</td>
<td>87.6</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>-15.3</td>
<td>84.4</td>
<td>87.5</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>123.8</td>
<td>89.9</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>-2.1</td>
<td>52.6</td>
<td>69.6</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>40.9</td>
<td>73.5</td>
<td>77.5</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>62.2</td>
<td>69.1</td>
<td>71.2</td>
</tr>
</tbody>
</table>
Progress in numeracy

Average progress in numeracy was thirty-four marks higher than the state average.

![Average progress in numeracy between Year 3 and Year 5](image)

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2006</td>
<td>113.3</td>
<td>83.1</td>
<td>76.9</td>
</tr>
<tr>
<td>2005-2007</td>
<td>79.5</td>
<td>77.8</td>
<td>83.7</td>
</tr>
<tr>
<td>2006-2008</td>
<td>114.9</td>
<td>74.3</td>
<td>80.4</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>Standard</th>
<th>Percentage</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>60</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal studies were taught in all classes and various aspects are integrated in most curriculum areas.

Students participated in a Cultural Day with the highlight being the performance by a nationally acclaimed dance group. Students participated in dance, art, story telling and role-playing.

These activities were part of the school’s Anti-racism and Multi-cultural programs.

Multicultural education

Multi-cultural and anti-racism programs are featured across the whole curriculum. There are no students enrolled from a language background other than English. It is with this in mind that the need to look at cultures beyond their own is valued with such importance. HSIE provides the vehicle to study such cultures and encourage attitudes of tolerance and respect for all people.

Students participated in National Harmony Day celebrations with cooking and traditional dress adding much colour to the festivities.
Respect and responsibility

The school values the participation of students as active, responsible citizens in our community. During 2007:

- students participated in fundraising activities for Stewart House, the Royal Far West Children’s Health Scheme, Australia’s Biggest Morning Tea, Canteen and Melanoma Awareness;
- students marched in the Leeton Anzac Day ceremony and our captains laid wreaths at both the Leeton and the Yanco services;
- students entertained at the Country Women’s Association functions, nursing homes and Carols by Candlelight; and
- Stage 3 students studied governance in Australia and how a democracy operates.

Other programs

Priority Schools Program (PSP)

Our school benefits from PSP funding support to improve literacy and numeracy outcomes and increase general involvement in school for our students.

The majority of the funds were used to employ an additional teacher whose particular strengths lay in teaching remedial reading and mathematics.

While further enhancing the STLD program the support from PSP also allowed for every student to receive additional support and much better organised and structured group and cooperative learning activities.

The school also conducted a course to assist parents to improve their relationship with their children. Facilitated by a local counsellor, eleven parents attended this eight week program.

Technology

The school continues to maintain its focus on the importance of technology in teaching and learning across all Key Learning Areas. All students have been given e-mail accounts via the Webservices program and regularly send and receive e-mails and send their work and projects to students in other schools.

Senior students have become very proficient using both Word and Publisher in everyday classroom work and are increasing their knowledge of spreadsheets and databases. Presentation of students’ work using PowerPoint was the main focus this year and the majority of students are very proficient using this tool.

Students were introduced to Webpage production and the school’s initial webpage was produced.

Drug Education

The school drug education program provides effective instruction designed to deter young people from using drugs and to develop positive values and attitudes when making choices involving the use of drugs.

Our programs included:

- implementation of a scope and sequence for the teaching of PD/health;
- visit to the Life Education Van; and
- Term 4 implementation of new drug education material supplied by DET.

Early School Support Program (ESSP)

The Early School Support Program provides additional support for two students to help develop their learning skills and assist in their social development.

Support Teacher Learning Difficulties (STLD)

All students’ numeracy and literacy skills were tested at the beginning of the year and these results, together with past records, were used to group students into ability groups.

The STLD program operates four mornings each week and is concentrated on those students with the greatest literacy needs. The focus is on assisting students in Kindergarten to Year 3.

Although the school does not have a Reading Recovery program, its principles are closely followed in the STLD program.

Students with disabilities

Three students gained additional support to assist in their social and academic development. By the end of the year the school employed a teacher’s aide special five days a week and another for four hours each day, resulting in significant and very pleasing achievements for these students.
Progress on 2008 targets

Target 1
To improve Working Mathematically outcomes for all students, enhance student attitudes to maths and have 80% of students achieve BST results equal to or above state averages.

Our achievements include:

- more than 80% of Year 5 students achieved NAPLAN results above the state average;
- school-based assessment indicates and surveys show students’ attitude to mathematics is enhanced with an increased number saying they like and value mathematics; and
- all teaching and learning programs are focused on Counting On strategies with all staff continuing to build their skills in teaching mathematics.

Target 2
Increase students’ English results in Basic Skills Tests so that 80% are equal to or above state averages by 2010 through implementation of Listening and Talking strategies.

Our achievements include:

- more than 80% of Year 5 students achieve NAPLAN reading, punctuation and grammar results above the state average;
- Year 3 NAPLAN results lower than hoped for but average results influenced by a small cohort;
- schools-based assessment of Kindergarten students show listening skills have improved in the period from March to October by an average of 93%. However, Year 1 assessments indicate only a slight improvement for this group.

Target 3
Enhance students’ safety and enjoyment by resurfacing the intensive ball skills area of the playground so that potential trip hazards and hard-fall areas are eliminated.

Our achievements include:

- soft-fall rubber surface has been laid over an area of 1149 square metres of the playground;
- no injuries have been suffered by students in the new playground area; and
- students now have an all-weather area free from dust or mud on which to play resulting in them being happier and more active.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Teaching and Mathematics.

Educational and management practice

Teaching

Background
Schools are places of learning and the effectiveness of the programs and strategies that the school implements need to be continually evaluated. Effective teaching is vital for successful student learning.

Data for this evaluation was gathered from interviews and surveys involving parents, teachers and students and analysis of class work and assessment records.

Findings and conclusions

Analysis of the data showed that:

- the school is continually looking at ways to improve students’ outcomes;
- the current integrated teaching and learning scope and sequence plan for Key Learning Areas other than English and Mathematics has been effective but needs careful monitoring due to the annual change of class composition, often across two learning stages;
- staff training and development, particularly in literacy and numeracy, has led to a more confident approach to planning and teaching;
- a review of program format shows that teaching staff follow the school’s programming policy and sequencing of lessons and planning is organised and structured;
- students’ are happy in the classroom and enjoyment of lessons, particularly mathematics, is increasing; and
- parents surveyed are extremely happy with the progress their children are making and assist at the school and in the classrooms whenever possible.
Future directions
- Staff training and development needs to continue particularly with new ideas in Counting On and English text types;
- Scope and Sequence plans need to be altered where needed so that students cover all required work as they change class or Stage; and
- Teacher Assessment processes will continue to operate in the same mode as the past three years.

Curriculum
Mathematics

Background
As part of our ongoing school and learning evaluations and our focus on implementing Counting On strategies, it was decided to evaluate Mathematics. All families and students in Years 1 to 6 and staff completed a ten point written survey.

Findings and conclusions
- Thirty families and sixty students were surveyed.
- Parents and students agreed that mathematics is an important subject.

Future directions
- Mathematics will continue to be taught in a block after recess each day to allow for student movements between classes to best suit their needs.
- Staff will continue training in implementing Counting On strategies in the classroom; and
- A review of how mathematics is reported to families will be completed during Term 1, 2009.

Professional learning
Each year the school receives funding for the specific purpose of enhancing the skills of our staff. On top of these funds of $3600 a further $1318 of general funds were spent on staff training and development.

Courses included administration, finance and library for administration staff. Teachers attended courses in literacy, mathematics, science, technology, first aid and physical education.

Our school participated in the state-wide Counting On Initiative in 2008. This involved the principal attending training in Sydney, reviewing the school’s teaching of mathematics and working with other schools in the area to develop a coordinated approach to enhance students’ achievements.

Staff also attended courses outside of school hours at no expense to the school.

School development 2009 – 2011

Targets for 2009

Literacy

Target 1
All students achieve an increase of at least two bands in NAPLAN Writing results.

Strategies to achieve this target include:
- daily Journal writing at home and at school.
  Parents and teachers will write in student diaries (comments and questions) to stimulate and encourage writing;
- daily guide writing in various genres and text types;
- student Writing included in STL program;
- student share writing via technology with students in other schools in local Small Schools group;
- emphasis placed on developing students’ skills in grammar, punctuation and vocabulary.
- targeted students receive individual assistance on a weekly basis to increase literacy skills.
Our success will be measured by:

- NAPLAN Writing results show all students have moved forward by at least two bands;
- Students joy for writing has increased; and
- Student assessments demonstrate increased knowledge and usage of correct grammar, spelling and punctuation.

Target 2
All Kindergarten students are reading at Reading Recovery Level 7 by end of year.

Strategies to achieve this target include:

- focus of Learning Support Teacher will be with Kindergarten and Year 1 class;
- involvement of parents in intensive Take Home Reader program;
- encouragement of parents to regularly assist in the classroom; and
- all students in Kindergarten and Year 1 will have daily individual assistance in English language skills.

Our success will be measured by:

- Student assessment shows all Kindergarten students reading at RR Level 7 in November; and
- Parents have assisted students both in the classroom and at home.

Target 3
All students across all stages achieve individual numeracy outcomes as measured against school assessment procedures. All students in Year 5 continue the school trend of achieving growth rate greater than the state average between Year 3 and Year 5.

Strategies to achieve this target include:

- continue to monitor and revise Numeracy Continuum to ensure K/6 program is sequenced and covers all required areas;
- improved assessment procedures, beginning with SENA, to keep program on track and students working at appropriate level; and
- targeted students receive individual assistance on a weekly basis to increase numeracy skills.

Our success will be measured by:

- Year 5 students achieve NAPLAN growth rate higher than state average;
- Teachers continue to track students and improve assessment procedures across all stages; and
- A planned and systematic program is in place to give targeted students individual assistance.

Target 4
All teaching staff and Teacher Aides are trained in classroom use of Interactive Technology.

Strategies to achieve this target include:

- all staff undertake training in use of Interactive Technology; and
- school purchases first Smartboard in preparation for full implementation by 2010.

Our success will be measured by:

- all staff successfully complete training; and
- Smartboard acquired by school and implemented into classroom.
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.

Terry McGrath  Principal
Leanne Reinke  Teacher
Monica Lyons  Teacher
Karen Mansell  P&C

School contact information

Yanco Public School
Main Avenue, YANCO, 2703.
Ph: 0269 557 162
Fax: 0269 557 477
Email: yanco-p@det.nsw.edu.au
School Code: 3536

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

http://www.schoo ls.nsw.edu.au/asr