Annual Report
2013

We all together
Educating children since 1982
Educational and Financial Reporting

Performance Measures and Policies
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Message from key school bodies

Message from the teaching principal

2013 was a year of mixed emotions for our small school community. We had a wonderful time celebrating our 31 years altogether (a belated 30th birthday celebration). We had a bush dance and dinner held in Belrose Uniting Church Hall. Over 150 people joined in with the celebrations. It was a reunion for many, as past and present students came together to reminisce over old photos and shared memories. A special birthday cake and beautiful flowers were presented to Gaye and Donal Carr to thank them for their incredible dedication and unconditional involvement at Yanginanook since its beginnings in 1982.

At the end of the year we said a very sad farewell to the Thwaites family who had been involved in the school for seventeen years. Mikaila, Emily, Joseph and Rebekah all enjoyed their primary school years at Yanginanook and we were blessed to have them as a part of our school family. Rebekah completed Year 6 in 2013 and is now enjoying Year 7 at Mackellar Girls High where she was warmly welcomed into their extension academic and art classes. I would like to take this opportunity to thank the Thwaites Family for their years of dedication to the school. In particular a big thank you to Margaret for her countless years serving on the school board, volunteering in the classroom and working in the library.

This year our students participated in a variety of exciting learning adventures as they studied Renewable Energy, The Human Body, The Australian Government and Countries of the World. They made and flew kites at Dobroyd Head and were visited by scientists from CSIRO. Phoebe the Dog (from the Responsible Pet Education Program) and a local chiropractor also came to school to share their expertise with the students. The students went to Science in the City and enjoyed watching the production of Emily Eyefinger at Glen Street Theatre. The older students also visited Canberra in September and enjoyed Questacon, Parliament House, The Canberra Glassworks and The Botanical Gardens Twilight Tour.

The students’ end of year concert was a huge success with ticket and DVD sales raising over $250 to purchase Tear Fund gifts for children in developing countries. This year’s play was entitled ‘The Wonderful Kingdom of God’ and followed the journey of two children as they set off to discover the true meaning of Christmas. All children participated enthusiastically in the play and enjoyed learning their lines and songs for the production that was held in Covenant Christian School’s new performance area.

Our school community worked together effectively, to maintain the school’s buildings and property, through four well-attended working bees. Parents spent hours clearing gardens, painting, polishing windows and sorting teaching resources. A number of parents helped in the classroom each week, attended excursions and organised social gatherings to help strengthen the community spirit.

Having completed my sixth year of teaching in this fantastic school, I am very thankful to our great God for this unique teaching opportunity. Although the workload can be a lot at times, the days fly and I am constantly rewarded as I witness the hard work of my wonderful students and the learning successes that each one of them experiences.

Ann Russell
Message from the board

The year of 2013 was another busy and action packed year for all involved at Yanginanook School – it was not all about mastering the concepts of English Language and Maths! It was about welcoming a new family and 4 younger siblings, many excursions, sporting activities, hands on learning experiences and exploring a variety of interesting topics. Together with the daily assistance of generous parents with their time and talents, our school continues to provide a happy and stimulating environment for learning.

The Music Bus was back by demand at Yanginanook School during 2013 with the children developing their musical talents in drums, keyboards, guitar and singing. The children performed in an end of year music concert, together and in solo, in front of other schools and parents.

Japanese continues to be taught at the school to all age groups with the children showing off their knowledge and confidence with this language in a show stopping song and dance performance at the end of year Christmas Concert.

Sporting activities covered a range of interests and skills – gymnastics, tennis, bush dancing and swimming. The bush dancing was put to good use when the school celebrated its 30th year birthday by holding a bush dance for present and previous students and families in term 3.

Yanginanook stages an annual Christmas Concert and this year was the first time it was held outside the school’s premises at a neighbouring school with great success. The occasion also farewelled a family that had been involved with the school for 17 years with the graduation of their 4th child. The parents truly embodied the ethos of the school. We wish to acknowledged Margaret Thwaites’ significant contribution to Yanginanook School with her many roles over the years but most treasured her advice and guidance as a board member of the school.

On behalf of the board and the school community I would like to take this opportunity to thank both Ann Russell (Head Teacher) and Linda Davis (Teacher’s Assistant) for the consistently high standard of education and learning experiences that our children receive whilst catering for the different abilities and interests of each child. We are very blessed.

We look forward to another wonderful year at this unique school.

Caroline Berriman

Parent and Member of the School Board
What makes Yanginanook School unique?

Yanginanook is an Aboriginal word that means 'we all together'. We are a unique multi-age primary school for children in Kindergarten to Year 6. We have established a secure and fun learning environment where children want to come to school and learn. We provide each student with a balanced education in a supportive and motivating classroom that promotes creativity, confidence, self-discipline, excellence in learning and competent social skills.

We are a non-denominational Christian School that has been educating children successfully for 30 years. The School believes that every student has God-given abilities and that these are to be encouraged and nurtured in the School environment. Our students come from a wide variety of cultural and learning backgrounds.

Yanginanook

• has a multi-age approach where children are challenged with work according to their ability rather than their age.
• fosters a love of learning, positive self-esteem and Christian values.
• recognises and nurtures the unique qualities of each child and provides a specifically tailored program to meet individual needs.
• encourages kindness, tolerance and co-operation rather than competition.
• has an open door policy where parent involvement is both welcomed and encouraged.

Multi-age

Our multi-age environment caters for all students, including children who are gifted and talented and/or experiencing learning difficulties. Our environment enables all children to succeed and reach their potential. Within the mixed age group, younger students benefit from helpful role models and often aspire to higher levels of learning. Older students take on important responsibilities and vital leadership roles, sharing their knowledge and skills. All students play an important role in the school community and benefit from positive social skills, respectful behaviours and increased self-esteem.

KLA Integrated Programming

Yanginanook uses an integrated learning approach. This means that the topic area chosen for the term is incorporated into all the Board of Studies NSW Curriculum Key Learning Areas. Students study each topic in depth and altogether. We have found that this approach stimulates the learning environment and encourages students to develop a natural love for learning. Lessons flow from one-to-another and students receive a comprehensive education on each topic. Our approach also offers the flexibility to cater for the interests of the children.

Active and Healthy Lifestyle

Students are encouraged to have an active and healthy lifestyle at Yanginanook. During recess and lunch breaks all children make use of the mini sports oval, climbing frames and sandpit. Children enjoy playing a variety of team games that they instigate altogether - including cricket, soccer, chasings and wide games. Our multi-age approach encourages all children to play with their same-age peers, different ages or together. Through multi-age games the children learn to:

• negotiate and respect each others’ point of view,
• accommodate and accept differing abilities,
• lead and nurture others.

We also participate in off-site sporting activities each term, including tennis, swimming, gymnastics and Little Athletics.
**Creative Arts**
Yanginanook offers a variety of Creative Arts, from painting to pottery, our weekly lessons in our art shed encourage each child's creativity to shine! Students participate in music lessons including singing, dancing and playing instruments. Each year the children help to write the Christmas Play. Each child is involved in learning his or her lines, designing costumes and the making of props and stage settings for their innovative performance.

**Facilities**
Yanginanook has a range of home-like facilities that include a main classroom, refurbished library, large kitchen, an art shed, technology area and group-learning areas. The outdoor facilities include a mini sport's oval, play equipment, sandpit, vegetable gardens, compost/worm farm and frog pond - all surrounded by beautiful, native bush land.

The school's kitchen and vegetable gardens give an added dimension to a standard school program. Our students:
- plant seeds and seedlings to monitor the growth of different plants,
- fertilise the garden bed with the school's own compost and worm farm,
- are involved in a healthy eating program where students cook recipes, using vegetables and herbs from the garden.

Swimming lessons

Crayon drawings

Tennis lessons

Year 6 cooking sushi
NAPLAN

National Testing Results

In 2013 we had two Year 5 and three Year 3 students sit the NAPLAN. Due to our small student numbers we are unable to publish these results for confidentiality reasons. Copies of our school’s NAPLAN results are held in the school office.

Most of our students achieve results higher than the national benchmark. However, specific individual education programs are developed and implemented for students who achieve results that do not meet these standards to ensure that each of our students succeeds to the best of his or her ability.

Professional learning & teacher standards

Teacher qualifications

As Yanginanook is a one-teacher school, it is our priority to employ a teacher who is capable of successfully teaching Kindergarten to Year 6 in the one classroom. Our teacher has a teaching qualification from a higher education institution within Australia, category (i) as defined by the Institute of Teachers Act 2004. All relief teaching staff have the same teaching qualification and are approved to teach in NSW schools.

Yanginanook employed a teacher’s assistant to work under the direction and supervision of the Head Teacher three days a week.

Professional learning undertaken

Our Head Teacher participated in 20 hours of Professional Development in 2013. When necessary, a casual teacher was employed to replace the current teacher.

Institute approved professional development courses undertaken included:

- Planning and Programming for the New Science and Technology Syllabus K-6
- Autism Spectrum Disorder and Mainstream School Strategies K-6

Warringah Library Competition
Writing Awards

Science in the City
Characteristics of student body

In 2013 twenty-two students from Kindergarten to Year 6 were enrolled at Yanginanook School.

The annual Student Attendance Rate for the school was 95%. Attendance rates for each school year cannot be published due to small student numbers and confidentiality.

Our students came from a range of cultural backgrounds and several had diagnosed learning difficulties.

Management of non-attendance

Yanginanook School keeps detailed records of its students’ personal details and daily attendance. We record reasons for absences or partial absences, e.g. sickness, doctor’s appointment or approved family holidays. An explanation from a parent or guardian by word-of-mouth, letter, phone call or text is required to explain non-attendance of their child. Due to the small number of students at the school, and the encouragement of parental involvement each term, any unexplained absences are followed up immediately. Any unsatisfactory attendance information will be transferred directly to the student’s file.

All attendance records will be retained at the School for a minimum of five years and then archived there after for three years. The roll of Daily Attendance will be retained for seven years after the last entry is made. A full copy of the Yanginanook Attendance Policy (updated 2013) is located in the school’s foyer area.

Enrolment procedures

Enrolments are processed in order of receipt and careful consideration is given to each applicant based on his or her individual needs and the ongoing needs of the current student body. Continued enrolment is also based on these requirements.

Our enrolment procedures are outlined in our Enrolment Policy.
Enrolment policy

Aim:
To outline the enrolment requirements for Yanginanook School.

Explanation
Yanginanook School is open to all primary school-aged children whose parents/guardians are seeking to give them an education that is consistent with the Christian Philosophy of the School. This is subject to availability of places and the School’s ability to meet the learning and social needs of the child and the students currently enrolled at the School.

Implementation
When a family is interested in enrolment at Yanginanook, all parties (namely the family, Head Teacher and School Board) are encouraged to explore whether Yanginanook is able to meet the specific needs of the child and family. Careful consideration must be given as to whether the School’s educational approach is suitable for the child’s learning style and needs. Once all parties deem that the School environment may be appropriate the following enrolment process is required in the interests of both the child being considered and the present student body.

Step 1: School Visit
Prospective parents/guardians need to visit the School and talk with the Head Teacher. They are encouraged to chat with other parents (whose children attend the School) and ask questions in order to develop a familiarity with the School’s vision and its community. Step 2 can only commence when the Head Teacher agrees that the prospective family has a clear understanding and acceptance of the ethos of Yanginanook School and its community and that they would like to enrol their child at the School.

Step 2: Trial Days
The child visits the School over three or more days within the period of one month (usually 3 or more consecutive days) to spend time with the other students in the regular learning environment. The child is encouraged to explore the new environment on his or her own. Parents of students with disabilities (diagnosed or imputed) need to provide the School with all available information so that an informed enrolment decision can be made prior to the Enrolment Meeting, Step 3 (refer to Students with Disabilities paragraph). If enrolment is sought at the end of the School year, or during the Christmas holiday period, trial days can occur within the first week of a new school year. If all parties believe that Yanginanook is the right school for the child then attendance can continue concurrently with steps 3 to 5 of the enrolment process.

Step 3: Enrolment Meeting
If the Trial Days are successful, prospective parents/guardians are required to attend an enrolment meeting with members of the School Board and the Head Teacher to discuss the child’s possible admission. This meeting is used to discuss the child’s trial days at the School, the child’s learning needs and the operation and management of the School.

Step 4: Enrolment Application
Prior to official enrolment, prospective parents/guardians are asked to read and commit to the School’s ethos as stated in the Objects of Yanginanook Ltd and the Statement of Faith. Parents/guardians are required to sign the following forms:

- Conditions of Enrolment and Commitment to Ethos of Yanginanook
- Student Personal Details
- Payment Option Method
- Working with Children’s Check
- Yanginanook Reporting Policy Agreement

Step 5: Acceptance of Enrolment
Once these forms are discussed and signed, parents/guardians are informed that the student’s initial enrolment will be reviewed after one term, and at any other time deemed appropriate by the Board, according to Yanginanook’s ethos, policies and procedures.
Enrolment at Yanginanook School can only commence once all requirements have been met. Acceptance of enrolment rests with the teaching staff and School directors.

Student numbers are limited to approximately 22 students per teacher employed. When no places are available, families are encouraged to put their child’s name on the Enrolment Waiting List.

Siblings are given priority when a place becomes available, then places are offered in order of date of receipt subject to the best interests of the present student body.

The School may offer flexibility of attendance but the Head Teacher will determine specific days in consideration of a weekly program suitable for the needs of each student.

Future enrolments usually occur through family members and word-of-mouth. However the School may also advertise student vacancies via the School web site, the local newspapers and shopping centre educational displays.

**Students with Disabilities**

Yanginanook School offers an individualised education for all its students. The Head Teacher works with the parent body and school community to help meet the diverse needs of all students. Parents of students with disabilities (diagnosed or imputed) need to provide the School with all available information so that an informed enrolment decision can be made prior to the Enrolment Meeting (Step 3). The advice of an external educator or specialist may be sought if deemed necessary. Enrolment places will be offered to students with disabilities based on the educational needs of the current student body and the individual child applying for enrolment. As with all students, initial enrolment will be reviewed after one term and at any other time deemed appropriate by the Board.
School policies

School policy overview

The full text of any Yanginanook School Policy can be obtained by contacting the School. Our Policy Folder is updated regularly and held in the School’s office.

Yanginanook School offers a safe and supportive environment for all of its families, students and staff. Our supportive environment fosters the social, academic, physical, spiritual and emotional development of all our students. All of our students look forward to their school day and feel comfortable and relaxed in their learning environment. Students who have experienced difficult situations in other schools enjoy the personal security and safety that our small school offers.

We have polices and procedures in place to ensure a safe and secure environment, with specific reference to students, staff, buildings & facilities and evacuation procedures. All parents and teachers involved at our School know each child as an individual, are encouraged to read all policies and procedures (including emergency) and report any difficulties to the appropriate responsible person.

A copy of The Yanginanook School Policy Folder is located in the foyer area of the school and is available for the school community to view at all times. This booklet holds the following full-text copies and is updated regularly.

CONTENTS
Premises and Buildings:
- Premises and Buildings Policy
- Occupation Certificates
- Lease
Facilities:
- Facilities Policy
- Occupational Health and Safety Policy
- Potentially Dangerous Goods Policy
- Manual Handling Policy
- Resource List
Curriculum:
- Educational Reporting Policy
- External Provider Policy
- External Provider Agreements/Insurances/Working with Kids Checks
Safe and Supportive Environment:
- Security Policy
- Supervision Policy
- Excursions Policy
- Child Protection Policy
- Fire Evacuation Procedures (updated April 2012)
- Lock Down Policy
- Sun Safety Policy
- Staff Code of Conduct Positive
- Guidance and Behaviour Management Policy
- Serious Incidents Policy
- Pastoral Care Policy
- Grievance and Complaint Policy
- Medication Policy
- Email and Internet Use Policy
- Privacy Policy
Attendance:
- Attendance Policy
Management and Operation:
- Management and Operation Policy
- Responsible Person Declarations
- Constitution
**Child protection policy**

**Aim**
This Policy document is intended to be provided and made available to staff including employees, parents and contractors during their employment or engagement with the school to ensure a clear understanding of their duties and obligations under the key items of child protection legislation in NSW. This Policy outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.

**Pastoral care policy**

**Aim**
To ensure the welfare and wellbeing of the children at Yanginanook School. Individual children have a range of talents, personal and academic needs to be met whilst at Yanginanook. In meeting these needs the school will develop individual programs for each child within the wider school curriculum. It is recognised that children may have physical or medical problems that may impair their ability to learn and/or influence their social interactions, all efforts will be made for such children to feel relaxed and confident while at school.

**Positive guidance and behaviour management policy**

**School Ethos:**
Yanginanook’s name means “We all together” and the education of its students is a shared approach between the Head Teacher, parents and the School Board. The overarching ethos of the School with regard to our behaviour is that we all “do unto others what we would have them do unto us”; following the biblical principles that Jesus modelled for us in the Bible. Our overall aim is to provide a happy, caring and nurturing environment in which all feel valued and trusted, showing respect and concern for one another. Students at Yanginanook are learning self-control and self-discipline.

Yanginanook will not tolerate any action that lessens an individual’s right to feel safe and will take the necessary actions, as outlines in this policy, to stop such behaviour. **Discrimination, Bullying and Harassment** are unacceptable behaviours.

**Definitions:**

**Discipline** is the process by which caring and responsible adults undertake the moral and social training of children, educating them to accept responsibility before God for their own actions and to act responsibly towards others and the created world. Discipline must be consistent and administered fairly so as not to exasperate the child concerned or other children. This does not mean that the disciplinary actions need to be the same for each child as they are unique and circumstances are unique. Discipline must take into account the maturity of the child and his/her capacity to follow instructions and meet expectations. As the school works closely in partnership with parents, they are to be involved in the process of disciplining...
their children as much as possible. The overall desired goal of discipline is for students to take responsibility for their own behaviour.

_Bullying and Harassment_ are hurtful behaviours directed at less powerful individuals. They are unprovoked, aggressive behaviours, deliberately or thoughtlessly inflicted by someone of greater power. They are often persistent and repeated over a period of time. They may take many forms; physical, verbal, racial, visual, emotional or sexual and may involve exclusion or extortion. Discriminatory behaviour may also fall under this definition. Victims will be given all the protection the School can provide. The School will assist the bully to change his or her behaviour.

_Discrimination_ is the unfair treatment of one particular person or group of people based on personal traits, e.g. sex, religion, nationality or ethnicity.

_Corporal Punishment:_
Yanginanook School does not condone and will not use corporal punishment and does not sanction the administering of corporal punishment by any School or non-School persons, including parents, to enforce discipline at the School.

_Rights and Responsibilities:_
Yanginanook School acknowledges that we all have inalienable rights, but these rights are closely linked to our accompanying responsibilities. The rights and responsibilities for the Yanginanook community are shown in the full text copy of this document.

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**Grievance and complaint policy**

**Aim**
To provide a step by step process for resolving complaints or grievances to ensure that they are dealt with in a confidential, timely and appropriate manner thereby seeking to ensure they are resolved to the satisfaction of the individual and the school community as a whole.

As a small Christian school, when dealing with any complaint, grievance or concern in relation to another person, we need to consider biblical principles. In the first instance, we encourage any complaints or grievances to be resolved directly by those involved, with the guidance and advice offered by the Head Teacher. When this is not successful or appropriate, the grievance must be put in writing and given to a member of the School's Board. The Board will consider the issue and decide upon the most appropriate action for all concerned. If a resolution cannot be found, the Board will seek the advice of Christian Schools Australia (CSA) or Australian Independent Schools (AIS).
School-determined improvement targets

2013

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school</td>
<td>Revise Student Attendance Policy and purchase new software to meet mandatory requirements</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Ensure teacher meets her 100 hours of required professional development, according to the NSW Institute of Teachers by June 2013</td>
<td>Achieved June 2013</td>
</tr>
<tr>
<td></td>
<td>Revise and update Security and Supervision policies</td>
<td>Achieved and ongoing</td>
</tr>
<tr>
<td></td>
<td>Upgrade computer software and purchase new online protection software</td>
<td>Achieved December 2013</td>
</tr>
<tr>
<td></td>
<td>Implement a new car parking policy in improve child safety measures</td>
<td>Achieved October 2013</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Reorganise the learning areas within the school building to enlarge computer/technology area</td>
<td>Achieved January 2013</td>
</tr>
<tr>
<td></td>
<td>Teacher to write a new English scope and sequence and program for the new syllabus documents.</td>
<td>Achieved and ongoing</td>
</tr>
<tr>
<td></td>
<td>Purchase new readers for younger students</td>
<td>Achieved October 2013</td>
</tr>
</tbody>
</table>

2014

Improvement areas

- Purchase and install new pedestrian gate on Bundaleer Street in accordance with the schools new car parking policy.
- Teacher to write new Mathematics scope and sequence and program for the new syllabus documents.
- Purchase new sporting equipment to encourage team games in the playground.
- Purchase a range of multimodal literacy texts for K-6.
- Purchase new seating for verandah and art room areas.
- Purchase new whiteboards for group-work learning areas.
- Regenerate the school’s vegetable garden, replacing soil and composting.
Initiatives promoting respect & responsibility

A whole school approach

As a small parent-run, Christian school the on-going promotion of respect and responsibility occurs in all areas of Yanginanook school life. However, specific actions undertaken are listed below.

- Welfare, discipline and anti-bullying policies are read and adhered to by all members of the School board and staff. All parents are encouraged to read the policy booklet and it is readily available on the bookshelf in the foyer area.
- All students engage in a daily sharing and prayer time. Students are in a safe and supportive environment where they can share their ups and downs. They are given the opportunity to listen to and respond to the needs of others.
- The teaching of biblical principles occurs weekly, in a non-confrontational setting. Students are taught to respect one another and to live a life serving others.
- All students are involved in a buddy system where the older students nurture and care for younger students.
- All students are involved in presentations and performances (English, drama, dance and music) where all students have an active role and can invite parents and friends to watch them ‘shine’.
- The school frog pond and vegetable garden are regularly maintained by students to help preserve the natural environment and to encourage healthy eating/cooking. The school also uses a compost and worm farm to help teach the children the importance of sustainability.
- Each year students’ talk about and construct a list of School Rules. Students help to implement ‘fair’ positive and negative consequences for individual actions in relation to this list.
- Students actively recycle (and reuse where possible) their rubbish and are involved in activities that promote saving water and using minimal electricity.
- A peer reading program operates daily. Children learn respect and responsibility through the older children teaching the younger children important literacy skills.
- Students participate in a range of excursions and sporting activities each term, to a variety of locations, where appropriate behaviours are modelled, expected and taught.
- Students participate in an Anzac Day Service and Remembrance Day activities.
- All students have weekly cleaning jobs that help to maintain a healthy and clean school environment, working together as a team.

2013

- We had four Year 10 students doing Work Experience with us from Davidson High, Cromer High and St Augustine's College.
- Our students visited neighbouring schools to watch a musical performance and to be involved in a friendship day.
- Students raised money for Samaritan’s Purse and Operation Christmas Child.
- The Responsible Pet Education Centre came to our school to teach our students all about dog awareness and safety.
- A scientist from the CSIRO came to school to teach the students about renewable energy.
- Chris, a local Chiropractor, came into the school to talk with the children about the human body and how to care for the body systems as a whole.
- All students were involved in community projects, including Earth Hour and The Premier’s Reading Challenge.
- Older students prepared, cooked and served food in the school’s restaurant, during terms 2 and 3, to provide the school with nutritious meals cooked from whole ingredients.
- The Yanginanook Community participated in the Woolworths Earn and Learn program, raising enough vouchers to purchase three complete reading sets of early readers.
Parent, student and teacher satisfaction

Our aim is to ensure the satisfaction of parents, students and teachers in our small school community. Our Christian principles provide a biblical framework to ensure our educational procedures are Christ-centred and prioritise the spiritual, physical, emotional and academic development of each student, in a caring home-like environment.

There is a teacher/parent-planning meeting each term to discuss any on-going or new issues that relate to the school. These include term topic teaching programs, excursions, parental involvement, upcoming community events, timetables and rosters, etc. A meeting agenda is displayed before the day of the meeting and parents are asked to read it and add to it if necessary. Issues are then discussed or dealt with as a group during the meeting to ensure the satisfaction of the school’s community on a term-by-term basis. All members of the school community are invited and encouraged to attend this meeting.

All parents are expected to be actively involved in the day-to-day running of the school and the education of their children. Any sensitive issues that cannot be dealt with publicly are spoken about privately with the teacher and elevated to the school board if deemed necessary (as outlined in Yanginanook’s Grievance and Complaints Policy).

During the Term 4 teacher/parent-planning meeting, parents were questioned about their overall satisfaction for the 2013 school year. Students and the teacher were questioned during that same week.

The overall satisfaction for Yanginanook 2013 was positive. A selection of parent, student and student comments are recorded below:

### Parent satisfaction

- Every Thursday morning, as I help with reading, I can’t help but smile at what is going on in the classroom. Older children are listening to younger children read while Ann and Linda are working with smaller groups of children. It is so well organised and structured – yet it is all happening in a relaxed atmosphere that my daughter enjoys.

- I still can’t get over the fact that my child wants to go back to school after each holiday period. For a few days before she returns she is beaming with excitement. She loves school and I know that Yanginanook is building her self-confidence and love for learning.

- I love that all the children have the opportunity to perform in the end of year Christmas performance. The joy and smiles seen on the children’s faces this year were proof that they were thoroughly enjoying themselves - and that even after eight years of attending Christmas concerts this one seemed better than the ones before. But I know I think this every year! Thank you Ann and Linda.

### Student satisfaction

- The excursion to Canberra was cool. It was cold, especially the twilight tour in the Botanical Gardens but we got to see so many nocturnal animals. I am really sad to be leaving Yanginanook. I have had the best years of my life here.
• I like that we don’t have to wear a uniform and there is no homework! My other school wasn’t fun and mum had to help me all the time. Now I can do my own work and I am better at school.

• I have the best teachers and they have the time to help me with my work. Maths is so much fun. I love Mathletics and writing stories. This year my story won a competition at Warringah Library! I was so excited when I went to collect my award with all the other children from bigger schools.

**Teacher satisfaction**

• Yanginanook is a great place to work. At times it can be hard work, but the rewards far outweigh the late nights of planning and programming. The school board works very hard to make sure that the staff are happy and feel appreciated.

• I enjoy working as a part of a team. The whole community works together to make sure that everyone’s needs are met. Gaye and Donal Carr are amazing mentors; they inspire me to work to the best of my ability and to trust in God’s plan.
Financial information summary

The graphs below summarise the financial information of Yanginanook School in 2013.

**Recurrent/capital income**

![Recurrent/Capital Income Pie Chart]

**Recurrent/capital expenditure**

![Recurrent/Capital Expenditure Pie Chart]