

# YINNAR

YINNAR PRIMARY SCHOOL

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## CALENDAR AND REMINDERS

**Monday 13<sup>th</sup> May**  
**Tuesday 14<sup>th</sup> May -**  
**Thursday 16<sup>th</sup> May**  
**Friday 17<sup>th</sup> May**  
**Monday 27<sup>th</sup> May**

**Mirboo North Secondary College Awareness Day**  
**NAPLAN**  
**Winter Sports at Yinnar Rec. Reserve**  
**Look @ Our Learning**

Dear Parents,

I am currently on the 5 /6 camp in Ballarat and we are having a great time! The students are immersing themselves in the 1850's Goldrush and learning so much from the experience. I checked in with Mrs Hall and have heard that the school is running like clockwork back at school.



School Review- all schools undertake a review every 4 years to look at the targets the school sets for itself in its Strategic Plan. Our last review was in 2015 and from that came our current strategic plan. This term we will again be undertaking a review. The first stage is for the school to undertake its own self-evaluation which we have just completed with input from students, school councillors, parents and staff. This involved reflecting on our 2015-19 strategic plan and looking at what

we achieved in relation to our 4 year achievement, engagement and wellbeing targets. We also gathered input in a variety of ways, both formally and informally on highlights for our school during this period.

The top 4 highlights identified were:

1. **Embedding the Culture of Learning**
2. **Student Leadership, Voice and Agency**
3. **Differentiation and Explicit Teaching**
4. **Learning in Different Contexts**

[See attached document for highlights in detail.](#)

A Review panel has been formed and includes our School Council President (Kerry Peachey), John Haines (School Reviewer), Kevin Mealing (DET), two Principal Challenge Partners (Matt Jobling Kurnai SC & YPS parent) Rod McKenzie (Cowes PS) and myself.

The panel will be at Yinnar PS for 4 days in May meeting with students, staff and parents to consider our self-evaluation, and hold discussions with students, staff and parents.

We will be holding parent focus groups during the review process. If you are interested in attending to provide feedback and have a voice in the process we welcome all ideas and suggestions. Dates and times for these

sessions- **Wednesday 15<sup>th</sup> May at 6pm- School Councillors** in the Staffroom.

**Thursday 23<sup>rd</sup> May at 8:45am-9:45am- parents.** If you're unable to make the scheduled times and are interested, we can arrange to send home the questions the review panel ask. You can fill them in and return them to the office.

**New teacher for 4/5 class:** We are delighted that Ms Anna Di Nuzzo will be our new 4 /5 teacher. Anna is an extremely passionate and dedicated teacher with over 19 years teaching experience at South St Primary School, Moe and St Vincent's in Morwell. She has taught all year levels and has a strong background in teaching reading and mathematics. She has a thirst for learning and a desire to provide an outstanding educational experience for our students. Anna is very keen to be a part of our learning culture and get to know you all. Anna will be an ongoing staff member at Yinnar Primary.

Our school has always been well supported over many years by the Bendigo Bank and many of our students have taken the opportunity to start saving regularly with **Bendigo School Banking**. Each Wednesday morning from 8:30-8:45am, Alan Bannister from the Bendigo Bank will be in the Main Open Area so that students and parents can come in to make regular deposits into their accounts here at the school with the Branch Manager! If your child doesn't currently have school banking and you would like to find out more, pop in and say hi to Alan and he can fill you in on what you need to do.

Have a great week,

Tamina

### LEARNERS OF THE WEEK

Congratulations to our Learners of the Week:

**Prep/1H- Hudson, Prep/1N – Dusty, 1/2B - Jackson, 1/2L- Keiran, 3/4G -Skylah, 3/4V-Fergus, 4/5T – Gracie, 5/6BC– Kiara & 5/6M- Elwood .**

Well done and keep up the great work.

### GRACE OUTDOOR AWARDS

At Yinnar Primary School we value our Core Values- **Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm**. Thank you to the following students for displaying one of these Core Values out in the playground: **Caity, Emma, Ivy, Kaiya, Penny, Harry, Harvey, Jacinta, Kiara and Zara**. We hope you enjoyed your prize from the GRACE Lucky Dip Box.



### BOOK FAIR

We received \$300 in books for our library. Thank you for your support.

### BOOK CLUB

Bookclub Issue # 3 has been distributed, orders must be placed **by 9am May 16<sup>th</sup>**.

### BOOK COVERING

We have new books that need covering with contact, if there's any available parents, we would be gratefully appreciative.

### QBD BOOKS

Jodi from QBD Books in Traralgon has kindly donated a bag of books to our library, including some Mem Fox favourites and a set of fiction titles by Enid Blyton.

### HELP WANTED

Do you have some artistic or construction skills? Could you spare some time to work on a creative outdoor project? If this is you, please contact Mr Twomey at the school

A promotional flyer for Mirboo North Secondary College. At the top left is the school's logo, a stylized flower with 'STRIVE TO SERVE' and 'MNSC' inside. To the right, the text reads 'Year 7, 2020' in large red letters, followed by 'Mirboo North Secondary College' in purple. Below this is a photograph of students on a beach with surfboards. To the right of the photo, it says 'Deciding which Secondary School best suits your child can be a challenging decision to make. We extend an invitation to parents to attend an Information Night Tuesday 14 May at 7pm In the School Avenue for an information session'. Below this is a list of topics: 'Acceleration and support program for students', 'Student well-being and leadership opportunities', 'The year 7 'Get Set' program', and 'Meet the teachers for 2020'. At the bottom, it provides the address 'Castle Street, Mirboo North Phone 5667 9000', the website 'www.mnsc.vic.edu.au', and the motto 'Strive to Serve'.

## **2019 SCHOOL REVIEW AND IDENTIFIED HIGHLIGHTS**

We have completed our school pre-review self-evaluation with input from students, school councillors, parents and staff. This involved reflecting on our 2015-19 strategic plan and looking at what we achieved in relation to our 4 year achievement, engagement and wellbeing targets. We also gathered input in a variety of ways, both formally and informally on highlights for our school during this period.

The top 4 highlights identified were:

- 1. Embedding the Culture of Learning**
- 2. Student Leadership, Voice and Agency**
- 3. Differentiation and Explicit Teaching**
- 4. Learning in Different Contexts**

**1. Embedding the Culture of Learning** -In 2015 the community had identified the importance of developing the learner not only academically but also socially and emotionally. The school had a shared vision and values and knew the significance of the language of learning, high expectations and having the child at the centre of their learning. The school has focused on building a learning culture in the classroom and has been relentless in the efforts to maintain high expectations and continuous improvement. Staff collaboration has been enhanced through developing mindsets and trust in staff. The review and improvement of the effectiveness of Professional Learning Teams, the high expectations of team work with teaching buddies, the role of the Teaching and Learning Coach and the Maths Mentor, Professional Learning of staff, the improvement of the Performance and Development Plan process, purposeful Peer Observations and Action Research and valuing the strengths of all staff has reinforced the prominence of the learning

culture. The school has improved the structures and processes that underpin elements of the learning culture. It is through continual reflection and refinement of all aspects of the learning culture that it is now clear, visible and consistent across the school.

**2. Student Leadership, Voice and Agency** - the school community understands the importance and benefits of the students being at the centre of their learning. Students have been given the responsibility of setting goals, making decisions about aspects of their learning which has led to real student voice and agency. In the classroom students set goals and monitor their progress through the improved Learning Portfolios. The improvements to the portfolios were based on the student's ideas and feedback. They regularly give feedback on lessons which is valued by the teachers and acted upon. The school developed and documented a rigorous and transparent process to select student leaders. This was initiated by collected feedback from staff, parents and students. Students are now actively involved in selecting their peer leaders through group interviews, written applications, speeches and group interviews. The leadership roles are highly sought after and are taken seriously by the students. The roles of the leaders have been reviewed and discussed with students about how to make them more meaningful and valued. For example, in 2019 23 students from the grade 3 cohort applied for 2 positions on the GRACE Team.

School leaders are expected to model exemplary learning behaviours both in and outside the classroom. The students are taught leadership skills and are held to account by staff and other students. In the playground staff act as play support rather than yard duty monitors. Staff

model how to problem solve, collaborate and resolve conflict. Students are encouraged to have a say and give feedback on what happens in the yard. If safe to do so the student's ideas are enacted. For example, bush huts, mud play and tyre constructions.

**3. Differentiation and Explicit Teaching** The school has made significant improvements in tracking and monitoring student progress. The improved implementation of both summative and formative assessments, and the introduction of an online data tracking tool (Cleartrack) has allowed teachers to teach at the point of need of students.

Professional Learning Teams processes and structures were reviewed and improved collectively. New leadership roles were created for staff to lead the professional learning teams. A professional learning team model was developed which included a teaching and learning cycle, clear expectations for meetings and the importance of collective ownership of students.

Staff improved their knowledge and understanding of how to teach reading through professional learning in the reading strategies and reading comprehension, students with reading difficulties, data literacy and formative assessments as well as how to write, use and value Individual Learning Plans.

The school appointed a maths mentor to facilitate high quality teaching and learning of mathematics. Teachers improved their knowledge through action research and peer observation which was also linked to performance and development plans.

As a result of this the teachers have improved knowledge and skills in the teaching of reading and mathematics at a universal level with a differentiation lens. To complement this the school researched and developed a response to

invention approach that was responsive and differentiated according to individual student needs. An inclusion coach was appointed to work in partnership with the teaching and learning coach and classroom teachers to provide additional support and extension.

**4. Learning in Different Contexts** -The school community recognises and acknowledges the differences in individuals and seeks to provide a variety of learning opportunities to assist in all students flourishing. The school purposefully listened to what the students were saying about school and set about considering ways to ensure the school could cater for the interests and passions of the students.

The school introduced Performing Arts as a specialist subject and timetabled a range of daily lunchtime activities to provide students with opportunities to pursue their interests. A sustainability program was introduced in partnership with the students, (worm farm, vegetables and chickens). A Chill Out Zone, Chess Club, Art and Library session were introduced and have all grown in popularity. Student leadership roles were created in the areas of Performing Arts, Magazine Editors and Library Monitors. To complement the use of the Rights, Resilience and Respectful Relationships resource a needs based social skills group was formed. The school community value and appreciate this program in assisting with the explicit teaching of social skills.