

# Yarrawarra Public School

## Annual Report



2016



4298

## Introduction

The Annual Report for 2016 is provided to the community of Yarrawarra PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan OliveriR/Principal

## School contact details

Yarrawarra Public School

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## School background

### School vision statement

To create and maintain a unique educational environment where all feel valued as they learn, play and grow.

### School context

Yarrawarrah Public School is a small, progressive school with the friendly atmosphere of a country school. The student population of 286 work and play together as a cohesive K – 6 unit. The core values: Responsibility, Excellence, Acceptance, Cooperation and Honesty (REACH) underpin all that we do and are embedded into our three school rules: Look after yourself, Look after each other and Look after our school. We make good use of our unique bush land setting to provide opportunities for students to engage in environmental and sustainability initiatives such as our veggie patch, chook run, native gardens and waste reduction programs. Committed experienced staff, with the support and encouragement of parents, strives to provide a quality education for all students at our school. Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, Yarrawarrah PS has demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We collect and use information to support students' successful transitions as they progress through the stages of education. Reports are explicit about learning and areas for further growth. We focus on the whole child for collective wellbeing.

In the domain of **Teaching**, Yarrawarrah PS demonstrates instructional leadership, promoting evidence based practice. Teachers review student learning and work together to improve teaching and learning across the school.

In the domain of **Leading**, Yarrawarrah PS engages a positive community and articulates a commitment to high expectations for all.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Exemplary Teaching and Quality Learning

#### Purpose

The purpose of exemplary teaching and quality learning at Yarrawarrah Public School is for students to be literate, numerate and productive users of technology. They will be encouraged to think deeply and communicate effectively. Teachers will engage in ongoing professional learning through self-reflection and a focus on the Australian Standards and the fundamentals of the Quality Teaching Framework to generate a love and passion for learning

#### Overall summary of progress

There is excellent movement towards the ongoing achievement of exemplary teaching and quality learning. Staff are reflective, engage in professional learning and know their students deeply.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student engagement increases as a result of engaging units of work incorporating 4Cs and technology and differentiation of content according to student need.	Levels of student engagement are high as they are involved and participating in interesting units of work.	In school expertise and resourcing.
Increased engagement is evidenced through high levels of student achievement as recorded using the A–E scale on reports and through TTFM survey data.	Consistent reporting across all stages.	Teacher time to write reports and time for students to complete the surveys.
Students progress at the expected cluster rate in numeracy and literacy using the PLAN data as evidence.	Staff are working towards the accurate documentation in PLAN twice per year. Data entry is completed with supervisor assistance as required.	Teacher professional learning from departmental resources.
Students achieve at or above their expected levels of growth in NAPLAN from years 3–5–7.	Students are working towards growing capacity and staff are working collaboratively to ensure growth from years 3–5 in NAPLAN.	Targeting the middle literacy and numeracy support through LaST groups and small group work using specialist teachers.
Students demonstrate respect as measured through teacher surveys and reflections.	Ongoing programs to target respectful relationships and behaviours have seen consistently good playground behaviour and positive attitudes to interactions with one another.	Departed funded surveys and student reflections in class.

#### Next Steps

Teachers will continue to work collaboratively toward demonstrating exemplary 21st century teaching practices. They will work with a critical and creative thinking program within the stages to incorporate elements of critical and creative thinking into their lessons. This will encourage deep thinking and effective communication, technology skills and it will build resiliency.

Teachers will continue to reflect on best practice in teaching maths across the school in order to cover the learning area and meet all syllabus requirements. Staff will work together on Count me in too programs in K–2 and iMaths in 3–6. Professional learning opportunities will be continuing and cross school lesson observations will be conducted. Staff will engage in best practice to meet the needs of all learners in maths education.

## Strategic Direction 2

### Effective Systems and Frameworks

#### Purpose

The school will engage and enhance systems and frameworks to support quality teaching to enable student learning outcomes to continue to grow. Teachers will develop the capacity to adapt the evolving curriculum to meet the diverse needs of students by engaging in professional learning to provide pedagogy for the 21st century. At Yarrawarra Public School, teachers will know their students deeply, communicating clear expectations. They will use highly developed repertoire of teaching strategies to meet the social, emotional and cognitive needs of students.

#### Overall summary of progress

Teachers are continuing to think about the teaching and learning cycle within the context of the Quality Teaching framework. Formative assessment techniques are being trialled within an environment of support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers scoring higher in a second round of observations on each element of the Significance dimension of the QT framework.	Teachers undertook a second round of lesson observations using the Quality Teaching Framework as a guide. Scores were taken and collated.	Professional learning funds – \$2000 per stage per round. There were 4 rounds.
Teachers positively involved in observing lessons and provide professional feedback using the language of the Australian Teaching Standards in community learning groups.	See above.	See above
Teachers challenged and empowered to think about practices and make changes where necessary – evidenced through use of the AITSL self assessment tool pre and post –PDP, knowledge of standards and QT framework.	See above. Teachers all met with their supervisors to discuss their PDP goals mid year and with the principal at the end of the year.	See above, meetings took place in RFF or break times.

#### Next Steps

Quality teaching rounds will continue into 2017 with all staff engaging in two sets of rounds – one per semester. The focus for the rounds will be embedding formative assessment techniques in a lesson of choice. There will be stage and cross stage rounds where teachers focus on the quality teaching framework and examine their lesson and the lesson of others according to the three domains.

Teachers will monitor the programs used and the units being covered in maths, history and geography and will continue to review the learning and achievement of outcomes for the students in the stages. During 2017, investigations into the possibility of incorporating coding into the school will be investigated. The school is awaiting the outcome of a grant submission to assist with the funding.

The performance and development process continues to be a focus with all teaching staff identifying their goals. These are school, stage and personal.

## Strategic Direction 3

### Outstanding Communication and Relationships

#### Purpose

The purpose of outstanding communication and relationships is for the school to be committed to establishing and maintaining a respectful, collaborative relationship with parents/carers and the wider community. The school and the community will work together to maintain a sustainable system of values that foster social conscience and a culture of success.

#### Overall summary of progress

The school continues to maintain very positive and respectful relationships with all stakeholders. The community engagement is high and the school and community work together to maintain success.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
P&C meetings will be representative of a large population of families and attendance rates will increase by 10% each year from the beginning of 2015.	P & C meeting attendance numbers have remained stable even though there has been an increase in student enrolments at the school.	NA
90% return rate of Kids Matter surveys from parents and then the effective reporting of these results to parents in a forum which is attended by 60% of the school parent population.	Progress is still being made to achieve this goal.	NA
All classes in the school will have an active class blog.	Classes are using a variety of forms of blogs and other communications with families, with 100% of classes communicating clearly with the class group.	NA
An "improvement" in results from the Tell them from me student surveys from year to year over the next 3 years indicating stable levels of student wellbeing.	Results will be analysed to cover year to year to see improvement and growth as the process reaches maturity.	NA

#### Next Steps

The school is looking forward to maintaining the successful links that have already been developed with the school community. Through extensive projects which focus on student wellbeing under the Kidsmatter initiative eg CARE groups, Harmony Day events, 3pm Pow Wow coffee and catch up, parent interviews, open days, grandparent days, book week activities, carnivals and assemblies, Kids Hope and the Fathering Project, the school will maintain the links with community in a caring and informed way.

The digital communication strategies will continue – Facebook, Twitter, school newsletter, LED sign, class communication systems eg Google classroom and Dojo, Skoolbag email and SMS system.

A focus on positive growth mindset will continue with regards to the welfare and discipline system – With All Due Respect.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Koori kids attended Koori kids on the park event at Waterfall PS, PLPs written for Koori kids	Teacher time to prepare reports and attend Koori Kids events. \$2000  • Aboriginal background loading (\$0.00)
<b>English language proficiency</b>	Students from a language background other than english were supported in small groups from experienced staff according to need.	\$7664
<b>Low level adjustment for disability</b>	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support team.	\$10000
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality teaching rounds were undertaken by all of the teaching staff in small learning community groups in semester 1 and 2.	\$5000
<b>Socio-economic background</b>	Funds were used to employ an extra staff member to support class teachers and teach small groups.	\$7000
<b>Support for beginning teachers</b>	Beginning teacher funds used for extra release time for teacher to liaise with mentor and observe colleagues, program appropriately for the students and engage in professional dialogue	\$10000

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	102	127	125	131
Girls	126	138	144	152

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.5	96.9	96.6
1	96.5	96.9	96.2	96.1
2	94.2	96.6	97.1	95.3
3	96.3	96	96.8	95.9
4	95.4	96	94.6	96
5	96.2	96.9	96.3	96
6	95.1	96.7	95.8	94.1
All Years	95.8	96.6	96.3	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
K ROSE	20
KCUTHBERT	20
1/2BRADBURY	21
1/2TRICKETT	21
1/2PERKINS	22
1/2CAMPBELL	22
3/4 EVANS	31
3/4PEARSON	32
3/4MEARES	31
5/6O'S NEILL	30
5/6FRASER	29



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.1

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

### Professional learning and teacher accreditation

Teacher professional learning opportunities are provided every Wednesday afternoon and then each term on staff development days. The professional learning experiences are aligned directly with the strategic directions in the school plan.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>295 305.25</b>
Global funds	181 932.63
Tied funds	154 495.99
School & community sources	186 982.81
Interest	6 653.83
Trust receipts	79 707.73
Canteen	0.00
Total income	905 078.24
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 321.54
Excursions	49 106.31
Extracurricular dissections	80 863.48
Library	4 855.04
Training & development	6 276.53
Tied funds	104 867.82
Short term relief	31 808.44
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	293 099.16
<b>Balance carried forward</b>	<b>611 979.08</b>

The information provided in the financial summary includes reporting from 27 January 2016 to 30 November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	404 620.03
(2a) Appropriation	358 421.87
(2b) Sale of Goods and Services	16.08
(2c) Grants and Contributions	45 848.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	333.69
<b>Expenses</b>	-134 991.01
Recurrent Expenses	-134 991.01
(3a) Employee Related	-70 282.97
(3b) Operating Expenses	-64 708.04
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	269 629.02
<b>Balance Carried Forward</b>	269 629.02

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 860 442.17
Base Per Capita	14 634.62
Base Location	0.00
Other Base	1 845 807.54
<b>Equity Total</b>	93 239.53
Equity Aboriginal	1 861.18
Equity Socio economic	8 083.99
Equity Language	6 928.84
Equity Disability	76 365.53
<b>Targeted Total</b>	51 050.00
<b>Other Total</b>	45 080.67
<b>Grand Total</b>	2 049 812.36

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

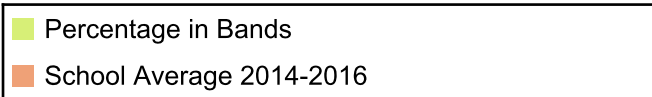
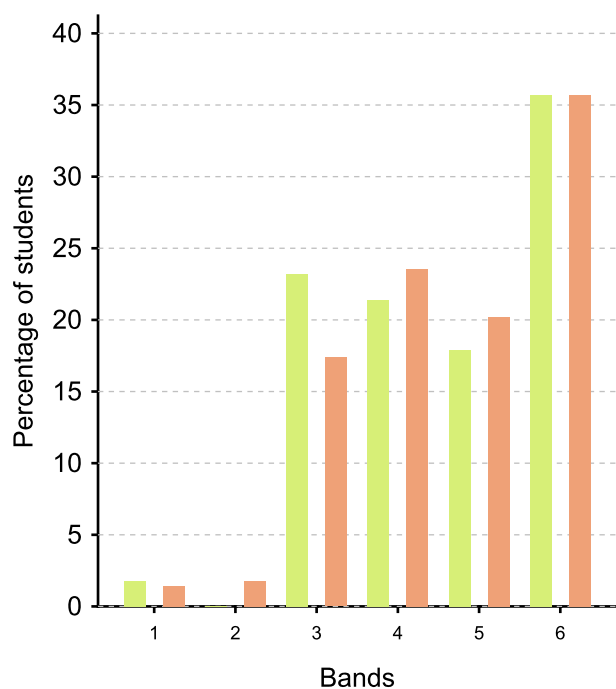
### NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 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.

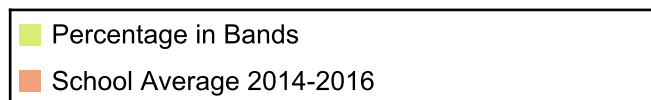
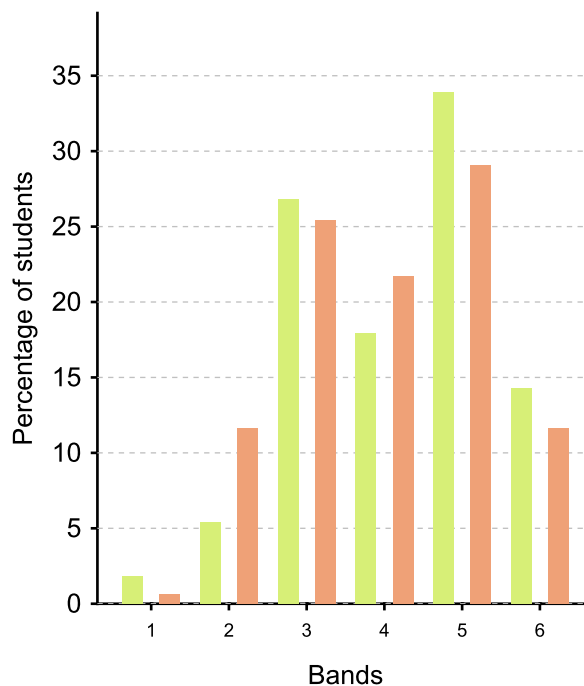
In spelling for Year 3 2016, 48.2% of students achieved in bands 5–6 and for spelling in Year 5 2016, 30.3% of students achieved in bands 7–8.

In reading for Year 3 2016, 69.6% of students achieved in bands 5–6 and for reading in Year 5 2016, 48.5% of students achieved in bands 7–8.

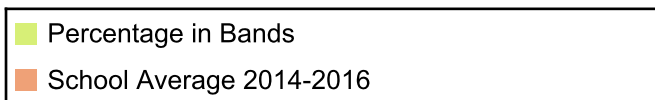
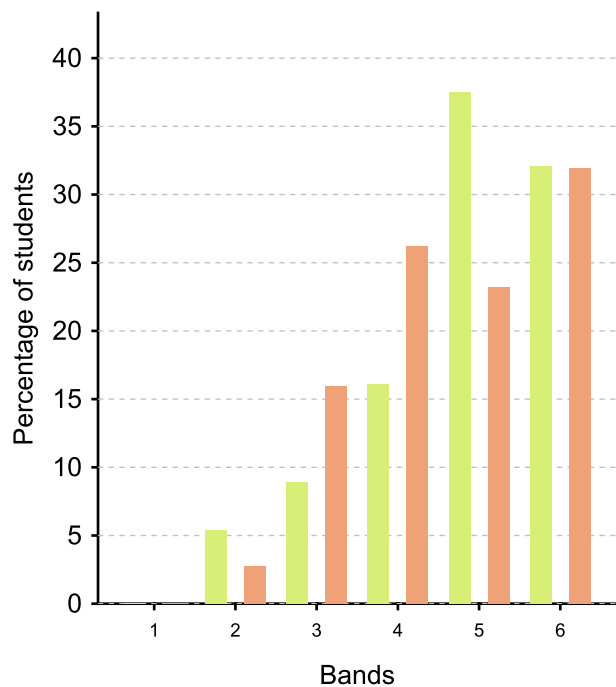
**Percentage in bands:**  
Year 3 Grammar & Punctuation



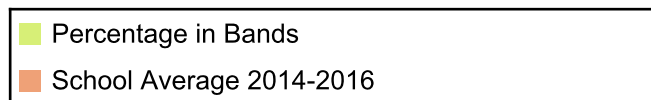
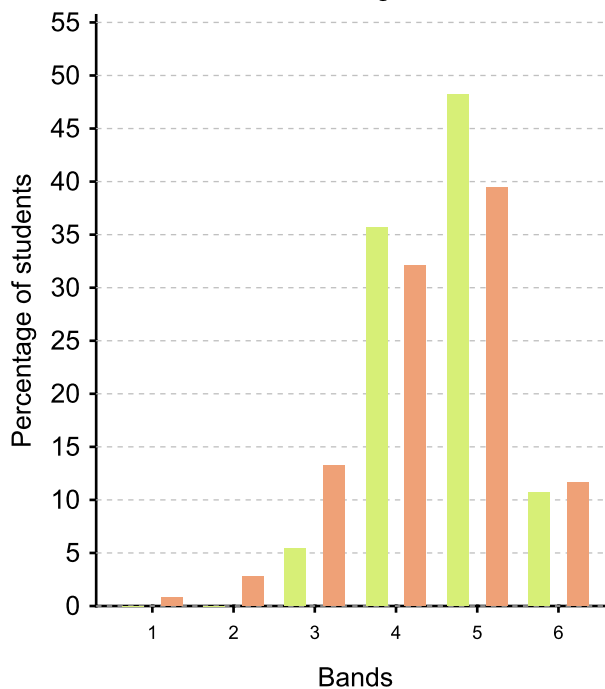
**Percentage in bands:**  
Year 3 Spelling



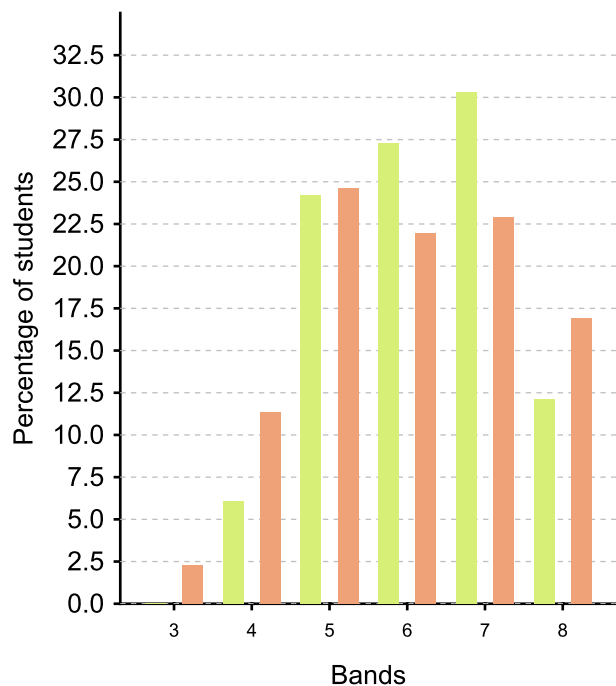
**Percentage in bands:**  
Year 3 Reading



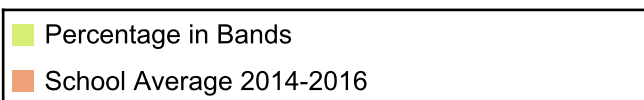
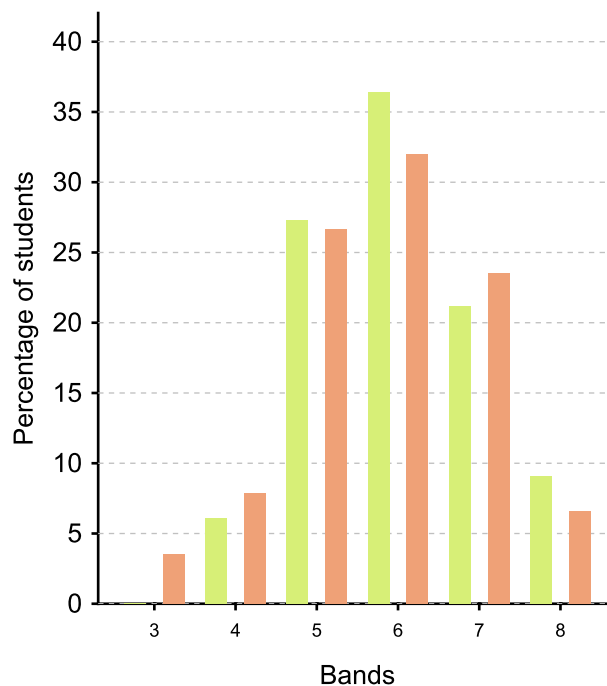
**Percentage in bands:**  
Year 3 Writing



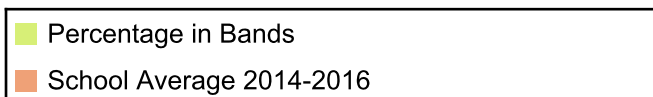
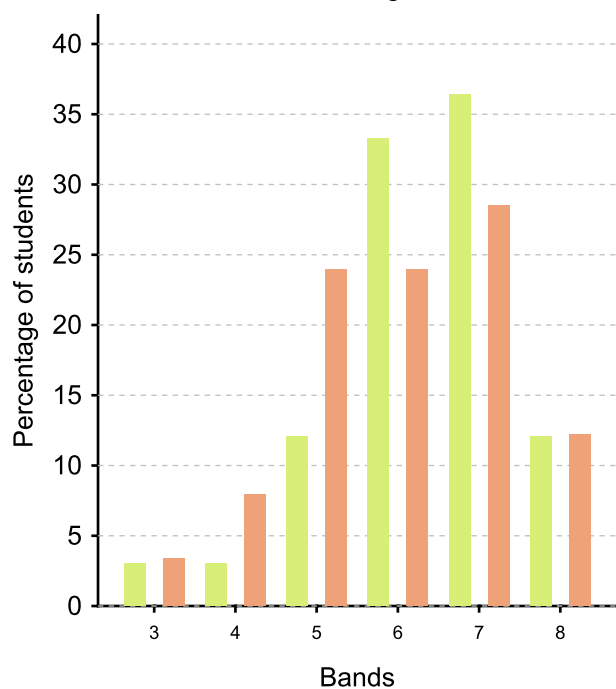
**Percentage in bands:**  
Year 5 Grammar & Punctuation



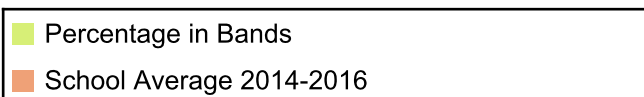
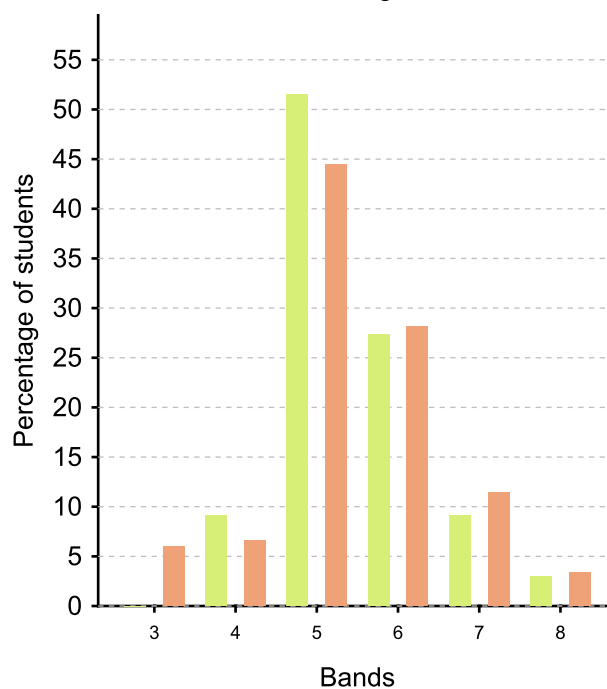
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

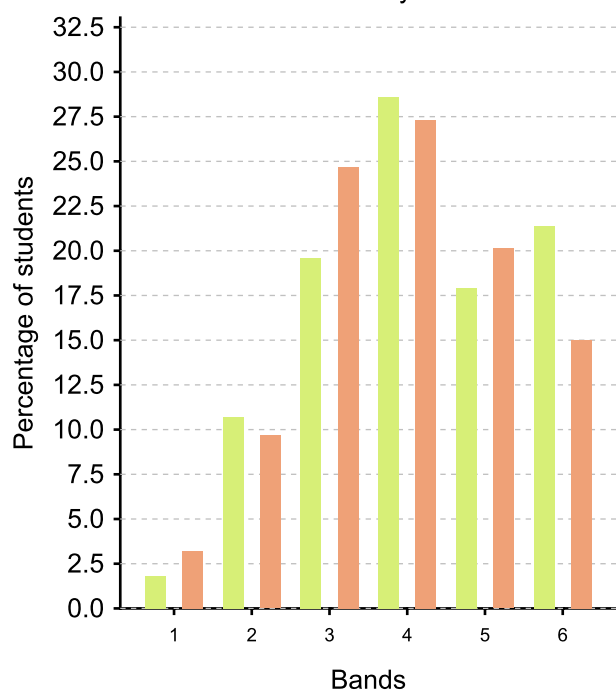


**Percentage in bands:**  
Year 5 Writing



In numeracy for Year 3 2016, 39.3% of students achieved in bands 5–6 and for numeracy in Year 5 2016, 30.4% of students achieved in bands 7–8.

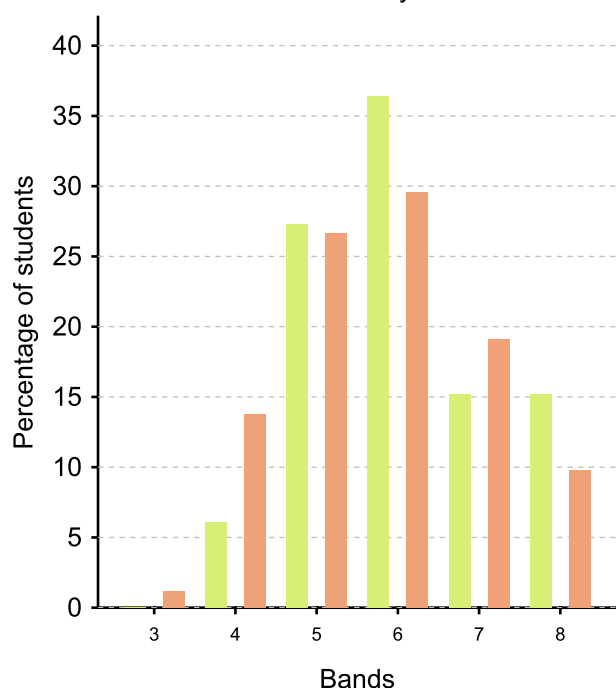
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Yarrowarra PS is committed to increasing literacy and numeracy results for students in accordance with the Premier's priorities and therefore engage specialist teachers and support staff to enhance the literacy and numeracy programs across the school. Targeting the middle cohort is a common and ongoing practice.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

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

## Parent/caregiver, student, teacher satisfaction

Survey results from regular coffee and chat afternoons and community surveys indicate that the community are happy with the programs and practices at our school. In the Tell them from me parent survey the score for parents feel welcome was 8.4, with the score for parents feeling that the school supports positive behaviour being 8.7. 71% of parents surveyed felt that their child was supported and valued by the teachers and 77% of parents felt that there were many useful communication types at the school.

Students also reported their feelings about their school in the Tell them from me surveys. 75% of students feel accepted and valued by their peers and others and had a high sense of belonging. 82% of students had positive relationships with friends they can trust and who encourage them. 98% of students value the school outcomes.

Staff at our school score 8.2 in the area of leadership at the school, believing that school leaders have created a safe and happy learning environment, they help establish challenging and visible learning goals for students, they provide useful feedback for teaching and they provide staff support at stressful times. The staff scored 8.8 for feeling the school was inclusive and 8.6 for feeling there were significant planned learning opportunities. Staff feel that levels of collaboration is high (8.5) and that they work well with teachers to develop cross curricular or common learning goals.

## Policy requirements

### Aboriginal education

In 2016 we supported Aboriginal education through the ongoing implementation of Aboriginal perspectives in class programs as well as various special activities throughout the year. We recognise aboriginal heritage at the beginning of assemblies and the aboriginal flag is flown prior to NAIDOC day activities and celebrations. Aboriginal perspectives are researched and incorporated into units of work where possible to ensure that aboriginal culture and history is understood and appreciated by all students in the school.

### Multicultural and anti-racism education

At Yarrawarrah PS we positively promote multiculturalism by acknowledging the diverse backgrounds of our students. All students participated in Harmony Day activities in 2016 where each class investigated a different country and their culture and traditions. We had visiting speakers, dances, food and clothes from these countries displayed and celebrated. We have also had visiting performers from Musica Viva support multiculturalism at our school and this highlighted different music, culture and the culture of Africa.