

Yagoona Public School

Annual Report



2017



3869

Introduction

The Annual Report for **2017** is provided to the community of **Yagoona Public School** 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.

Meaghan Wilson

Principal

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School background

School vision statement

At Yagoona Public School we create a learning environment that allows every student to achieve as an individual. High quality learning environments and high expectations are fostered. We are building greater community engagement with our school and wider community. We have strong welfare procedures and regularly celebrate student accomplishment.

"Embracing potential to empower learning"

School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. Yagoona Public School provides equal opportunity for all students in academic, cultural, sporting and enrichment opportunities. We foster an inclusive environment that supports learning, teaching and friendship.

We value our relationships with Bankstown Council, Settlement Services International and Community Hubs Australia.

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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Harnessing Potential

Purpose

To promote positive relationships amongst staff, students and the community to facilitate a harmonious school culture that encourages and builds mutually respectful citizens of the world.

Overall summary of progress

In 2017 we have had an increase in student academic results and students applying to compete in University competitions as well as applying for and sitting Opportunity Class and Selective High School placement assessments. Staff were able to offer extension opportunities for students in a range of subject areas such as mathematical thinking and extension writing. This led to students attending a writing workshop at Redfern–story maker.

Our community hub and school connection strengthened with staff presenting workshops for parents in reading, numeracy and STEM activities. This had an impact with many of our parents enrolling in TAFE SLSC courses, which were organised here at Yagoona Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Expand the number of students accessing enrichment classes at YPS and selection into selective classes.	STEM PL 2 teachers \$1000 casual relief. Enrichment covered in RFF roster	* Enrichment opportunities were provided in the following areas: Public speaking Robotics STEM Writing Mathematical thinking In 2017 we had an increase of students applying for and sitting Opportunity Class assessments as well as Selective High School placements. Over 15 students applied in 2017 and 6 were successful.
Increase number of staff collaborating and leading within our school, across our Community of School's and our community hub when designing tasks and learning opportunities.	Release of staff to present and participate in Community Hub activities. Staff released and covered by RFF roster.	Yagoona Public School staff worked closely with our school community offering activities via the Community Hub in programs to assist parents help with home reading. Our school community was invited to attend afternoon and evening sessions where Teachers provided information on numeracy activities in schools and how to help your child with numeracy activities at home.
Increase number of classes undertaking project based learning tasks.	Critical and Creative Thinking [\$210 plus casual] Improving Student Learning by Creating a thinking classroom. [\$180 plus casual]	In 2017 Stage 2 and Stage 3 Teachers adapted knowledge gained from attending professional learning to offer project-based learning opportunities through Science and Technology based activities. In 2017 via library sessions students K–6 accessed STEM activities. This was promoted, recognised and celebrated via a parent information evening in June.
	Release days for Writing	Staff attended PL–Seven Steps for Successful

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement of student cohorts achieving performance targets.	<p>Revolution initiative. 3 casual teachers employed for one day per week.</p> <p>\$2000 per week [\$60,000]</p> <p>EALD team attended PL for students in diverse settings. [\$150]</p> <p>Seven Steps PL \$10,908.00</p> <p>Effective Practice in teaching Writing. [\$100]</p>	<p>Writing. Utilising one staff member to drive the initiative. Teacher met with individual grades fortnightly to analyse data and plan the next writing focus. As a result student and teachers attitudes demonstrated a positive shift from negative/fear to embracing and feeling accomplishment when writing. Student results in NAPLAN and school based assessments showed positive growth in student writing.</p> <p>In 2017 all staff were completing data entry using PLAN software every 5 weeks, tracking student progress and accessing learning plans, reports and setting SMART goals.</p> <p>Data wall displayed students achieving or working beyond stage expectations in writing –our 2017 focus.</p>

Next Steps

In 2018 to continue the success of Seven Steps for Successful Writing, we will organise an additional professional learning session to up skill new teachers and provide opportunities to embed the pedagogy for existing staff. A 2018 focus will be to align the learning progressions, syllabus with Seven Steps to ensure the momentum of the program continues. To ensure the consistency of language, scaffolding and assessment continues across the whole school. To develop a weekly or fortnightly guide for staff to follow when teaching the writing steps. This will assist in the embedding of the language, process and consistent teacher judgement. Identify two staff to train as trainers in Seven Steps to ensure the program continues in 2018 and beyond.

As an "opt in" school for the National Literacy and Numeracy Learning progressions to ensure all staff have access professional learning to be able to enter student information using ALAN software. Staff able to throughout the year become more familiar and comfortable so that in 2019 we will be able to enter data every 5 weeks. Class teaching programs in 2018 will align to the progressions and staff will utilise reports to develop specific learning activities to improve student results.



Strategic Direction 2

Enhance and incorporate partnerships

Purpose

To create a culture of inclusivity and continuous learning within our school and throughout our wider community. To utilise our school so that staff, parents, carers and community members value their input and worth to our school while offering opportunities that promote life-long learning.

Overall summary of progress

Yagoona Public School has been an active member in our local community this year. Our Community Hub is often an avenue for community members to access courses, playgroup and additional external agencies. Through Community Hubs Australia we have been able to identify local needs and wants and tailor activities around them, maximising participation. The school has linked into the hub and staff have run sessions for parents in literacy and numeracy. Our P & C have been involved and supported the school with many events and promotions. Some success in 2017 would include; the purchasing of robotics and STEM technology to allow our students and parents the opportunity to begin coding and computer programming. The P & C contributed to the purchase of our Year 6 t-shirts, covering the cost of buses for students to access excursions as well as covering the food costs for the Year 6 farewell. Our welfare team met fortnightly and addressed any concerns for our students. Identifying in 2017 the large number of late arrivals. The team organised termly incentives to get students and parents to change their morning habits. During and after each incentive the number of late arrivals decreased. Some families have been able to sustain the changes made whilst others need constant reminders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent engagement at school events, community hub activities, school interviews and participation in our P & C.	RAM supplementation of funds to employ a Community hub leader [\$10,000] School interviews [\$2,000]	STEM evening in June promoting the purchase of coding and robotics equipment. This evening was led by students proudly showcasing their knowledge and objects. Community Hub had another year of increased participation in activities by our parents and school community. Participation increased within the areas of playgroup, TAFE courses and craft activities. Ongoing information can be located on the Community Hub Facebook page. Since moving to online interview bookings with the option for interpreters, we have had an increase in students and parents attending these three-way conferences. This allows all stakeholders the opportunity to discuss current and future progress in a valued and supportive meeting.
Increase of staff utilising Early Learning Plans [ELP's]	Release day for staff to analyse and utilise Early Learning Plans. 4 x casuals [\$2000 per term]	Staff provided professional learning on PLAN software functions. Teachers able to analyse individual class and student results. The use of early learning plans [ELP's] allowed staff to create meaningful programs addressing student's current point of need. These ELP's can be shared with specialised support staff who can provide intensive additional in-class and withdrawal assistance. Information gathered was used to update the school data wall and individual class bump it up walls.
Staff using the AITSL standards in their programming and more staff gaining accreditation at	Professional Learning \$1000	Staff have received Professional Learning within the 8 AITSL standards during this year. Standards are now included in staff Performance and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
highly accomplished and leader levels.	Casual day for Highly Accomplished report release \$500	Development Plans [PDPs] Staff are encouraged to identify an area of need and through their PDP address goals via additional professional learning and mentoring.
Increased attendance for targeted students and families with attendance concerns under 85%.	Positive Behaviour For Learning [PBL] expenses of \$300	<p>Staff have continued to work closely with families and identified students with attendance concerns early. Lateness and Attendance Monitoring Program [LAMP] sheets are implemented and communication between home and school closely monitored.</p> <p>The welfare team introduced new initiatives to combat late arrivals which demonstrated that students and parents can make positive changes to arrive at school on time.</p> <p>Home School Liaison Officer was in constant communication with the school [Deputy Principal] checking on student attendance and making contact when and if necessary.</p>

Next Steps

In 2018 our Community Hub and P & C will continue to operate. Both groups are connected to the school and we all support each other. As we move into a new school plan, both the P & C and Community Hub have been consulted about the direction of the school and how we can align and work with their 2018 visions.

Our welfare team will continue to monitor student academic, social concerns and together implement strategies and work with individual students and their families when necessary. Our PBL focus will be strengthened with more incentives to reward students doing the right thing and by streamlining our current reward system.



Strategic Direction 3

Embed high expectations

Purpose

To foster a learning environment which empowers all students, staff and community members with a commitment to and love of learning through high quality teaching and learning practices. Where learners aim to acquire excellence in communication, collaboration, learning to think critically, creatively and independently. Inspiring the whole community to become life-long learners.

Overall summary of progress

In 2017 Yagoona Public School staff were introduced to creative and critical thinking, providing effective feedback to students and each other, as well as embedding learning intentions and success criteria into each and every lesson. We have been successful in holding discussions, attending professional learning and starting to modify our current teaching practices around how we can refine and encourage our students to be more reflective in their applications. Staff have been able to adhere to the scheduled 5 weeks data entry on PLAN. This has allowed more detailed individual, small group and whole class programs addressing literacy and numeracy progress. Staff in 2017 were given the opportunity to access staff mentors and an Assistant Principal was available to assist staff completing their NESA accreditation. Staff were encouraged to attend sessions that were designed to match their needs and experience. Teaching staff were again encouraged to lead many opportunities across the school in 2017 from leading stages, Strategic Direction teams, KLA coordinators and many sport and dance opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continuous feedback from lesson observations.	Built into RFF timetable.	<p>All staff using learning intentions and success criteria to ensure students understand the lesson content, learning goals and relevance to real world application. Classes have adopted success criteria and learning intentions in many forms. From having them visible in books, on tables and on whiteboards for all students to regularly check back in on. Success criteria has also been made available for students to reference during and after set tasks. Students knowing the criteria leads to effective feedback given from the teacher on their progress, areas for development and discussions on where to next.</p> <p>Yagoona Public School staff attended formative feedback professional learning and conducted online sessions. Staff shared knowledge across the whole school regarding the importance and value of feedback. The impact for students, teachers and parents is that our students are able to articulate positives from each lesson and a future direction for the next lesson. Feedback is relevant and meaningful and acknowledges and address students achievement.</p>
Evaluation of current assessment and reporting guidelines to create a school-wide assessment schedule.		<p>Staff were provided at the beginning of each semester with an assessment schedule outlining dates and assessments to be completed. This included the input of PLAN and L3 data as well as the timeline for reporting to parents. Timelines were important as they became a source of ensuring data could be harvested every 5 weeks, analysis of data and future goal setting could occur. Kindergarten parents were provided with termly</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation of current assessment and reporting guidelines to create a school-wide assessment schedule.		feedback to parent reports.
Increase the number of staff enrolling in aspiring leadership opportunities through mentoring.		In 2017 we continued to support Teachers take on leadership opportunities. Staff were able to lead Strategic Directions teams, Key Learning Areas and perform higher duties such as Assistant Principal roles. Teaching staff were encouraged to apply for permanent positions, higher positions such as Assistant Principals, Instructional Leader and other roles within our school and the department.

Next Steps

In 2018 Yagoona Public School staff will undergo professional learning in creative and critical thinking strategies and introduce learning dispositions across our K–6 school. This professional learning has been organised to occur in Term 3, 2018. Our goal is that students and staff become more resilient in their learning and appreciative of the ways in which we all learn. The Executive members have been working on scope and sequences to ensure consistency across grades which will allow our assessment schedule to be more streamlined and timely. As an opt in school for National Literacy and Numeracy Learning Progressions staff will need to transfer knowledge of PLAN software and current continuums to align with the new progressions and ALAN software. With the anticipation of new permanent members of staff it will be important to ensure all staff members have access to a mentor to discuss areas of concern and ensure any accreditation requirements are being met. Staff will need to lead programs within the school to ensure our vision of Language, Learning and Literacy [L3] continues.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$822.00 plus RAM allocation [\$1500]	These funds were used to supplement activities and performers for our 2017 NAIDOC week celebrations. Students were able to attend an incursion which included; dancing, boomerang throwing and story telling from local Aboriginal elders.
English language proficiency	Staffing allocation 3.4	Our staffing allocation was utilised for our English as Additional Language/ Dialectic [EALD] teachers to work across the whole school offering intensive support with literacy and numeracy activities. Teachers were used in class to support class programs. Our newly arrived students were withdrawn twice a week working on English language and vocabulary activities.
Low level adjustment for disability	Staffing allocation 1.4	This staffing allocation was utilised and supported with RAM allocation to fund two Reading Recovery/ Learning and Support Teachers [LaST] One teacher completed her reading recovery training in 2017. Both teachers completed dual roles of reading recovery in the morning session and their LaST role in the afternoon. This allocation aimed at assisting students who were working below stage expectations and those students identified by their teachers below in reading. Groupings of students were fluid allowing for movement in and out according to needs.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.44 plus RAM [\$20,000]	This allocation was supported with our RAM allocation to ensure grades were able to meet every fortnight to analyse, discuss and plan specific writing opportunities. This aligned to our school focus of writing. It reinforced our professional learning and ensured the Seven Steps for Success Writing was embedded into our daily teaching practice.
Support for beginning teachers	\$12,189.00	<p>Beginning Teacher funds provided all allocated staff with additional release from face to face [RFF]. Staff worked with an experienced teacher discussing issues and/or concerns as a beginning teacher. During this time staff were able to discuss their programming, analysis of students data as well as professional learning aligning to their identified goals in their Performance and Development Plans [PDPs]</p> <p>Funds were budgeted for Beginning Teachers attending professional learning sessions in Language, Learning and Literacy [L3] This was a regional–Bankstown and community of schools project. Staff will continue their learning and completion of certificates in 2018.</p>
Targeted student support for refugees and new arrivals	\$4,700.00	Funds for our newly arrived and refugee students included many excursions. Students were able to visit local shops to learn and practise their English language as well as attending day trips to the beach. Allowing students to see sand, the ocean and hear waves crashing for the first time– enhancing

Targeted student support for refugees and new arrivals	\$4,700.00	<p>language and learning by making connections for students to real life places and experiences.</p> <p>Funds were also supplemented with our RAM allocation to employ an additional EALD staff member, one day per week to meet our diverse student needs.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	270	269	287	291
Girls	237	244	243	251

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.6	92.9	93	92.2
1	94.4	93.5	93.9	92.7
2	94.8	94.3	92.4	93
3	95.3	94.6	93.3	93.2
4	94.6	94.1	93.2	94.8
5	95.9	93.8	93.9	93.6
6	95.9	92.6	92.9	94.8
All Years	94.6	93.7	93.2	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Staff at Yagoona Public School follow the Department of Education's attendance policy. Teachers keep records of students who are late, absent and are on extended leave. Teachers follow up student absences with documented phone calls. Lateness & Attendance Monitoring Program [LAMP] sheets. The Deputy Principal liaises with Teachers, Home School Liaison Officer [HSLO] and parents to ensure students who are regularly late or absent work towards attending school on-time and regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	23.73
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	3.8
School Counsellor	0
School Administration & Support Staff	9.96
Other Positions	2.8

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. There are no Aboriginal Teachers currently employed at Yagoona Public School.

Yagoona Public School offers community languages to students who have identified their first language is; Arabic, Vietnamese and/or Chinese. Students access two hours per week community languages as part of the release from face to face [RFF] allocation.

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	0

Professional learning and teacher accreditation

During 2017 staff attended the following professional learning:

- Language, Learning and Literacy [L3]
- Seven Steps to Writing Success for Students
- Australian Institute for Teachers and School Leaders [AITSL] standards

- Effective Feedback for Learning

In 2017– three Teachers completed their accreditation report with the NSW Education Standards Authority [NESA] at Proficient Teacher level. One staff member continues to gather evidence for accreditation at the Highly Accomplished level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	409,532
Revenue	6,240,317
Appropriation	6,018,702
Sale of Goods and Services	31,053
Grants and Contributions	187,269
Gain and Loss	0
Other Revenue	0
Investment Income	3,294
Expenses	-6,135,506
Recurrent Expenses	-6,135,506
Employee Related	-5,565,256
Operating Expenses	-570,250
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	104,811
Balance Carried Forward	514,343

In 2017 Yagoona Public School was notified that it would be gaining a NSW Government capital works program which consists of sixteen new flexible classrooms as well as a new administration office. In preparation for the new buildings the finance committee has agreed to use funds to resurface the existing asphalt areas in the December 2017 holidays to provide soft fall areas during the building project. Funds have also been set aside for air conditioners and technology equipment for the new rooms.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,492,967
Base Per Capita	85,729
Base Location	0
Other Base	3,407,237
Equity Total	930,018
Equity Aboriginal	822
Equity Socio economic	321,641
Equity Language	404,409
Equity Disability	203,148
Targeted Total	1,074,007
Other Total	445,883
Grand Total	5,942,874

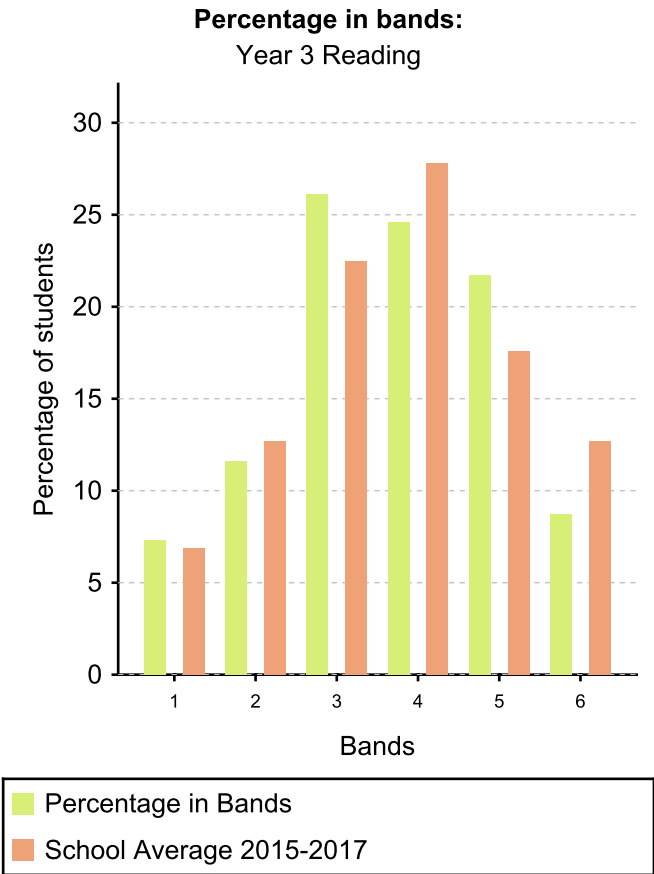
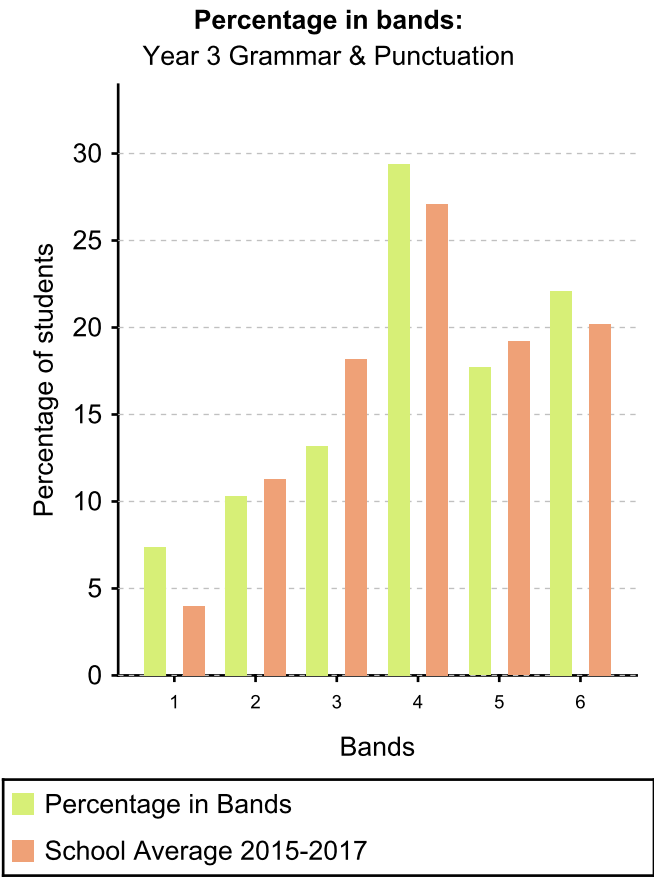
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

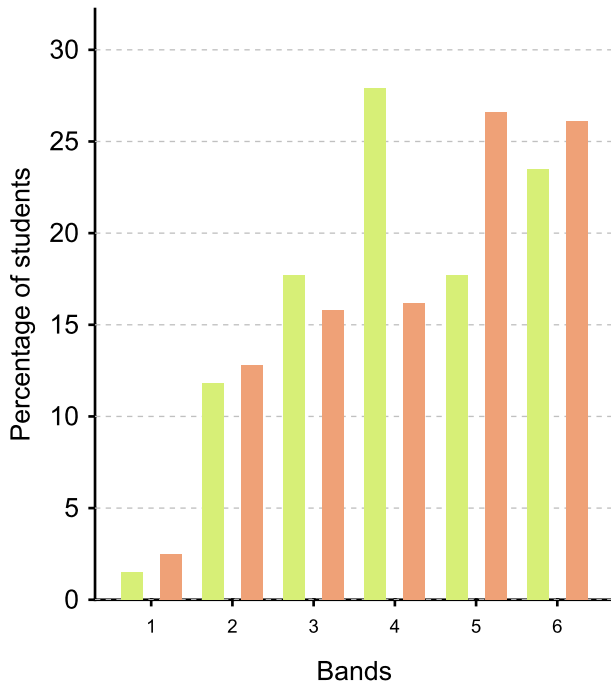
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

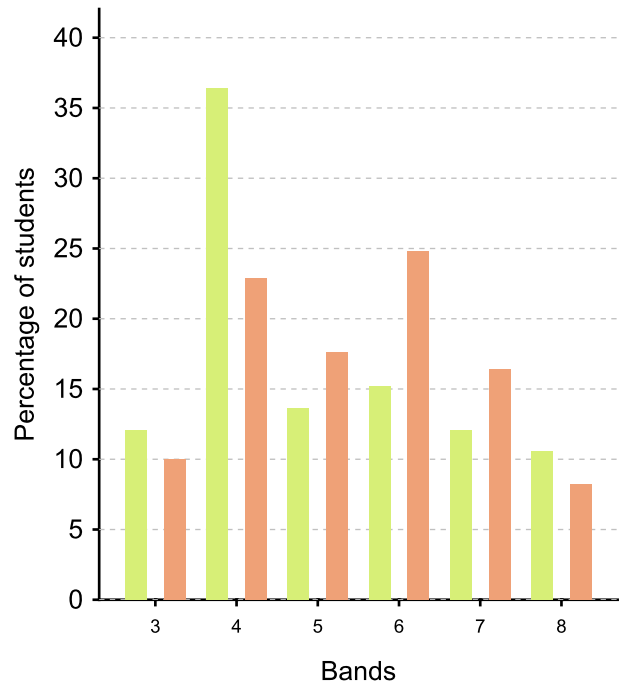


Percentage in bands:
Year 3 Spelling



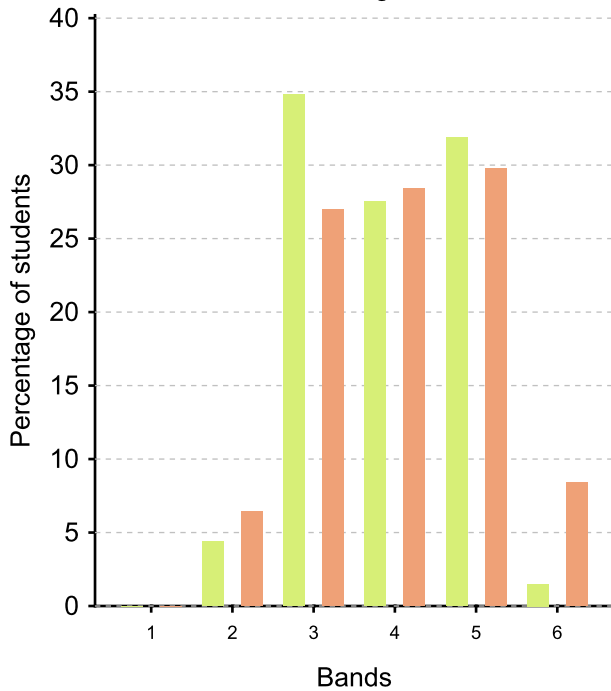
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



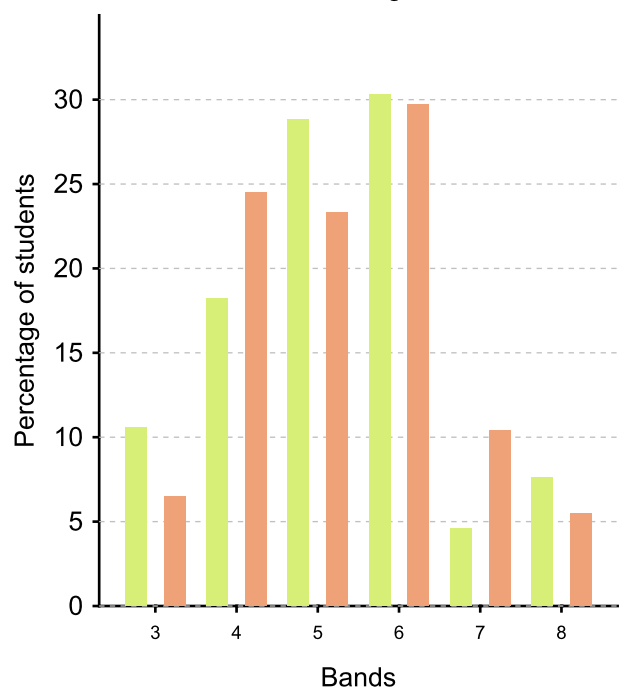
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



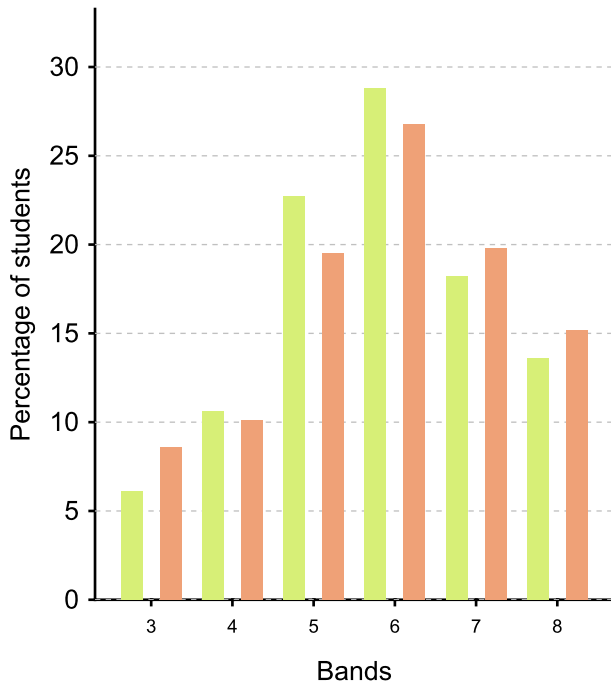
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



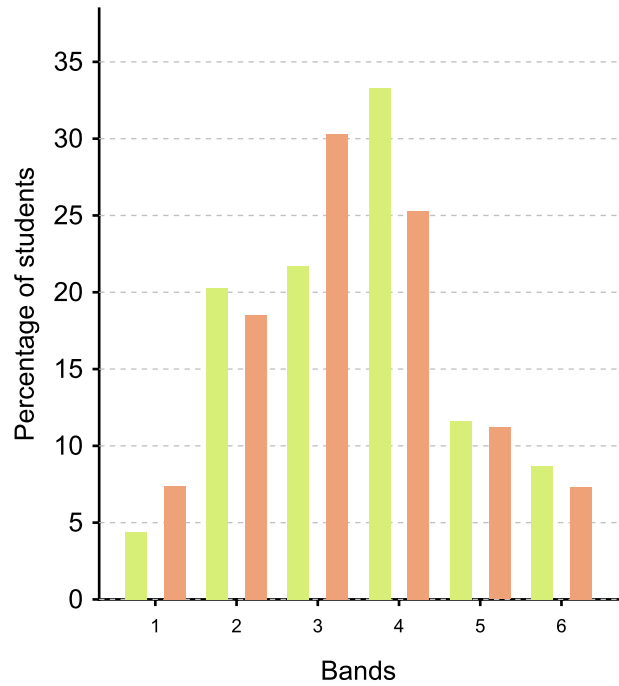
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



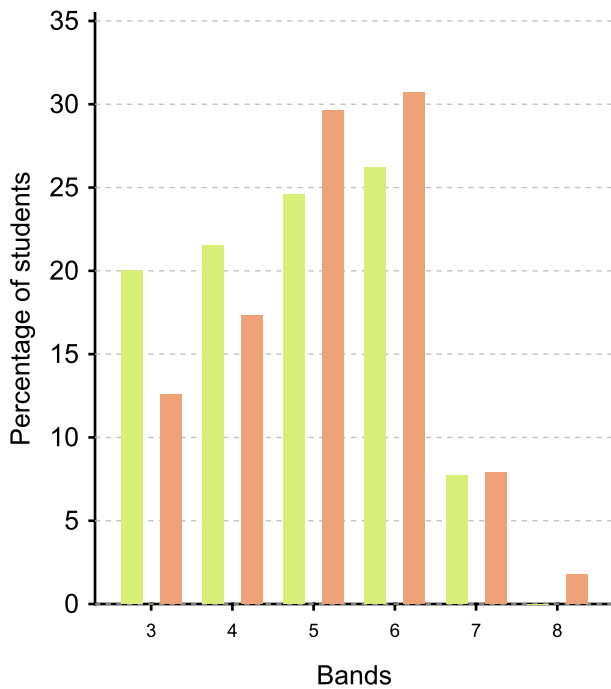
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



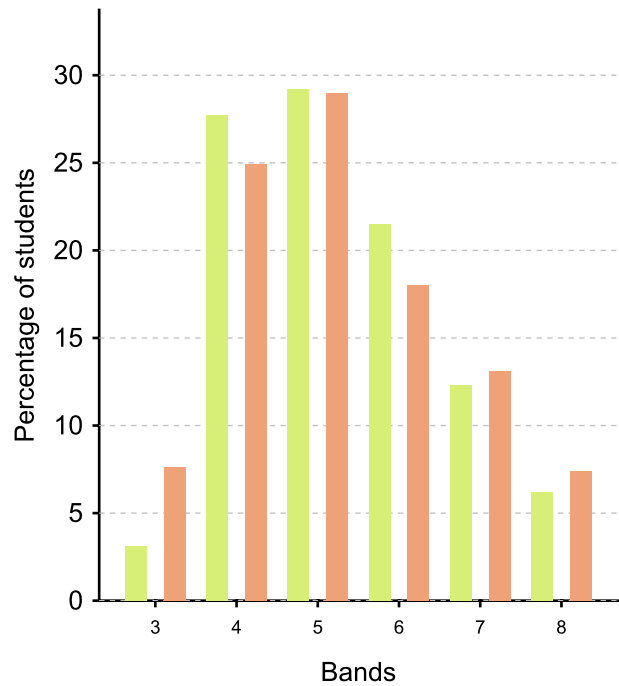
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Yagoona Public School, students, parents and community members were asked to complete a Strengths, Thoughts, Weakness and Opportunities[SWOT] analysis of our school. The following outline the results:

Students, staff and parents indicated that we provide a safe learning environment that offers many opportunities for students to participate in– sports, enrichment, leadership and competitions. In 2017 we revised our PBL systems which streamlined many areas and now has an easier system to follow and clear expectations in all areas of the school. This has allowed an increasing number of students to move through the award levels and in 2017 over 50 students received their platinum award. Our playground thinking time area offered many opportunities for students to reflect and discuss choices in a safe learning space. Our Community Hub was well received and attended by our parents with many activities offered to students, parents and community members in areas; for reading, English language classes, playgroup and many joint local Hub activities.

Areas requiring work include our school environment, its buildings and grounds. The school upgraded the existing gutters and downpipes this year in preparation for painting inside classrooms and external walls. We have organised during the December holidays to have our existing asphalt surface areas replaced with synthetic grass. This will provide more soft fall areas for students to play on. Parents indicated that they would like to be more involved within the school however due to work hours and commitments it is difficult. We have started a Yagoona Public School Facebook page to keep families updated with school events, activities and student success. Staff have utilised see-saw and class dojo applications to inform parents of positive and negative behaviours as well as showcasing individual student and class work. Staff organised Parent/Teacher interviews, cultural celebrations, Meet The Teacher, BBQ's and discos for afternoon and evening sessions to accommodate working families.

Parents indicated that they would like more technology access for their children. We have trained staff in project based learning and have our librarian offering STEM activities. The P & C in 2017 purchased beebots, Lego robotics and virtual reality equipment. Students have been utilising this equipment whilst in the library. The equipment and student knowledge was showcased in our first STEM evening. Our Yagoona Public School students led demonstrations of their technology to attending parents. In 2018 we aim to build on our existing STEM aligned technology and to purchase of iPads. Students in 2017 were given access to Athletics and Reading Eggs at no cost to parents. This was funded from our 2017 RAM allocation and allowed students at school and at home the opportunity to practise content covered in class.

Parent thoughts for 2017 included the opportunity for Kindergarten and Year 1 students to access the intensive swimming scheme scheduled in Term 4. When staffing the school not to have job share staff on class as it is too disruptive. We currently provide Community Languages for Arabic, Vietnamese and Chinese students, could the remaining students who attend release from face to face [RFF] learn an additional language such as French or Italian. As a staff, we will analyse and prioritise feedback given by our students, staff and community. Our new school 2018–2020 school plan will reflect changes.

Policy requirements

Aboriginal education

Yagoona Public School received Aboriginal background funding as part of the Equity Loading in 2017. These funds were used to target students' learning by strengthening partnerships and genuine collaboration between school and our Aboriginal families.

Personalised Learning Plans were completed for all Aboriginal students at Yagoona Public School, in collaboration with parents/carers, students, staff and the local Aboriginal community. A focus on increasing students' achievement of learning outcomes resulted in provision of in class support through a Learning and Support Teacher and SLSO program throughout the school year.

Multicultural and anti-racism education

Yagoona Public School prides itself on being a harmonious and multicultural school.

Multicultural perspectives are embedded in teaching and learning programs across all stages. Yagoona Public School has developed new History and Geography scope and sequences to align with the new syllabus documents. This will ensure students' perspectives are broadened and cultural diversity is embraced and fostered within our school.

The school has two teachers who are appointed as the Anti-Racism Contact Officers (ARCO's). These officers are the first contact in dealing with any allegations of racism.