

Yarrawarra Public School

Annual Report



2017



4298

Introduction

The Annual Report for **2017** is provided to the community of **Yarrawarra 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.

Sonia James

Principal

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Message from the Principal

2017 has been an extremely productive and successful year for Yarrawarra Public School.

We have been working hard on growing with our learning, building positive relationships and providing a myriad of opportunities for our students.

Our school prides itself on working in partnership with our community to guarantee success for all our students. Our aim is to ensure that every student is known, cared for and nurtured. We are committed to ensuring that every student, every teacher, every leader improves, every year.

We encourage our students to look after themselves, each other and our school. We value responsibility, excellence, acceptance, cooperation and honesty.

We are passionate about ensuring strong wellbeing programs and initiatives at our school in order to promote successful learners. We offer quality differentiated learning experiences that aim to cater for each individual student's learning abilities. We aspire to develop the necessary skills in our students, which will be required for jobs of the future that are yet to be invented. Our NAPLAN results indicate a school, which is Sustaining and Growing in value-added data. We have seen improvements in our focus areas of reading and spelling. Our goal was to have a larger percentage of students performing in the higher bands, we are now beginning to see this trend.

Our students have engaged fully in all aspects of school life in 2017, continually striving to achieve their best in a supportive and encouraging learning environment. We have promoted and fostered student leadership through our: Student Representative Council; Year 6 School Prefects; Year 5 LEAD program; and sustainability education initiatives including our ECO Warriors who work with staff to manage our waste, veggie garden and chickens.

Research identifies teacher quality as having a significant impact on student outcomes. We are committed to continually improving teacher quality and up-skilling our staff through targeted professional learning, collaboration and reflective practice. This year we have had a strong focus on formative assessment and creative and critical thinking. Staff have engaged in lesson observations and quality teaching rounds rich in dialogue around our pedagogy – the art and science behind what we do as effective leaders of teaching and learning.

Our staff work tirelessly to provide outstanding experiences for all our students. Our teaching staff take pride in their work and put in many long hours planning; preparing; teaching; assessing; reflecting and fine-tuning their craft. They are collaborative, professional and **outstanding educators**.

Our learning alliance with our community of schools allows our staff to build a support network with other teachers through combined professional learning; it promotes student leadership in our area; strengthens transitions to high

school for our Year 6 students; and builds connection and a sense of belonging for our Indigenous students.

Our active P&C meet regularly to discuss the issues that matter to our school and have a say in decision making. This year our P&C has contributed over \$30,000 towards supporting programs, purchasing resources and improving infrastructure at our school.

I have been proud to lead this fine school in 2017 and am looking forward to embracing new directions at Yarrawarra Public School in 2018.

Until next time, Choose Kind

Sonia James

Principal

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 progressive school with the friendly atmosphere of a country school. The student population of around 300 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, strive 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 Public School rates itself as Sustaining and Growing. The school promotes a positive culture based on the building of educational aspirations through goal setting and fostering a growth mindset. This has been achieved in 2017 with a strong focus on formative assessment. The school prides itself on providing a whole-school approach to wellbeing support for students through various initiatives. Staff have worked collaboratively to enhance quality learning through engaging in shared curriculum planning and assessment. Student reports contain detailed information about student achievement and areas of growth with data indicating an upward trend in value-added results.

In the domain of Teaching, Yarrawarrah Public School rates itself as Sustaining and Growing. Staff continually strive to improve practice using evidence-based teaching strategies. Teachers work collaboratively in teams to review and revise teaching programs and assessment practices. They use data to inform learning goals and monitor student progress. Staff have participated in regular targeted professional learning experiences aligned to school priorities and use the Australian Professional Standards for Teachers to reflect on their capabilities.

In the domain of Leading, Yarrawarrah Public School rates itself as Sustaining and Growing. The school sets a culture of high expectations and fosters community engagement. It has been a priority in 2017 to collect community feedback on school initiatives in an effort to improve our service delivery and assist in setting future directions for the school. The school acknowledges and celebrates the diversity of student, staff and community achievements. The planning and management of finances in 2017 has resulted in enhanced facilities and physical resources in consultation and collaboration with our P&C. Some of our systems and practices have been reviewed and refined in 2017 with further improvements embedded as a priority in our next 3 year plan.

Our self-assessment process will assist the school to determine future directions to be embedded on our school plan, leading to further improvements in the delivery of high quality 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

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 Professional Standards for Teachers and the fundamentals of the Quality Teaching Framework to generate a love and passion for learning.

Overall summary of progress

There has been significant progress towards embedding 21st century teaching and learning practises. Students are being challenged and encouraged to think deeply and critically.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student engagement increases as a result of engaging units of work incorporating 4Cs and technology and differentiation of content according to student need.	21st century open learning environment furniture \$7599 T4L Rollout of Chrome books Minds Wide open professional learning (see Strategic Direction 2 for TPL funds expended)	Student engagement is high with students involved & participating in STEM challenges, Genius hour, Night of Notables, every class explicitly teaching Creative and Critical Thinking (CCT) skills.
Increased engagement is evidenced through high levels of student achievement as recorded using the A–E scale on reports and through TTFM survey data.		TTFM survey data indicates 94% of students try hard to succeed in their learning which is 6% above the NSW Government Norm. Teachers regularly engage in professional dialogue to establish Consistent Teacher Judgement (CTJ) in reporting across all stages.
Students progress at the expected cluster rate in numeracy and literacy using the PLAN data as evidence.		Plan data is updated each Semester with the majority of students achieving expected growth. Students requiring additional support are flagged for intervention.
Students achieve at or above their expected levels of growth in NAPLAN from years 3–5–7.	NAPLAN data	63.28% of students are achieving greater than or equal to expected growth as an average of all areas assessed.
Students demonstrate respect as measured through teacher surveys and reflections.	TTFM survey Personal Development and Health Content and Programs School Wellbeing Officer \$12 913	TTFM in regards to a positive learning climate scores a school mean of 7.4 which is above the NSW Government Norm. Students engage in ongoing personal development through weekly CARE groups and comprehensive Personal Development and Health content.

Next Steps

Teachers continue to work collaboratively to implement and teach Creative and Critical Thinking skills K–6.

Using data more effectively to track student progress to reflect student learning and growth – aim to ensure one year's growth for one year's learning and have a higher number of students achieving in the top two bands in NAPLAN.

Increase percentage of students achieving greater than or equal to expected growth through the delivery of quality teaching, effective and targeted programming based on regular and systematic analysis of student assessment data.

Revisit With All Due Respect to maintain consistency amongst the school community in terms of wellbeing and behaviour management..

Fine tune assessment practices to ensure consistency across the whole school.

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 a highly developed repertoire of teaching strategies to meet the social, emotional and cognitive needs of students.

Overall summary of progress

There has been a greater focus on professional practice through utilising the Quality Teaching Framework during Quality Teaching Rounds. A strong focus on gaining feedback from colleagues through engaging in lesson observations, professional dialogue and reflection.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers scoring higher in a second round of observations on each element of the Significance dimension of the QT framework.	Quality Teaching Rounds \$6000	QTR scores collated and graphed to highlight areas for future development.
Teachers positively involved in observing lessons and providing professional feedback using the language of the Australian Professional Standards for Teachers.	Lesson Observations \$3000	Teacher's dialogue reflects their proficiency in using the language of the Australian Teaching Standards. A structured template for lesson observations developed to ensure standards are addressed. All teachers were positively involved in lesson observations.
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 –Performance Development Plans, knowledge of standards and Quality Teaching framework.	Teacher Professional Learning Funds \$16 976	Teachers met with colleagues to determine whole school, stage and individual goals. Professional learning structured to cater for targeted school priorities and Performance and Development goals.

Next Steps

Evaluation of Quality Teaching Rounds practices to arrive at more productive lesson observation process.

Regular reflection on PDP goals to inform practice and guide professional learning.

Implementation of an Instructional leadership role to support staff for continual improvement in teaching.

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 respectful, collaborative relationships 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

Yarrawarrah Public School has continued to provide outstanding communication to the wider community and has fostered relationships with all stakeholders. Staff have trialled the use of Class Dojo to improve communication and connection with parents. We have continued to use social media such as Facebook and Twitter to share good news stories which promote Public Education. As a KidsMatter school the wellbeing of our students underpins all programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 meetings are well publicised and attended. (data on attendance rates in not available)
Significant return rate of surveys from parents and then the effective reporting of these results to parents in a forum which is attended by significant % of the school parent population.	TTFM survey Pow Wow and P&C reflections	Pow-wow meetings with parents to gather information and discuss survey findings. Results from surveys published in the school newsletter. Positive results obtained in the Tell Them From Me surveys.
All classes in the school will have an active class blog.	Class Dojo Google Classroom	Use of Class Dojo increased across the school and parents connected with classes K–4. Stage 3 using Google Classroom to connect parents to learning.
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.	TTFM survey	Improved results in most areas of the 2017 survey.

Next Steps

Maintenance of class blogs and continue parent meetings on different days to allow greater participation.

Continue fortnightly newsletters.

TTFM surveys to continue, addressing needs from the results and embed action required into 2018 – 2020 School Plan .

Increase parent information evenings to support student learning and foster greater community engagement with school initiatives.

Trial a different approach to attracting parents to P&C meetings and communicating content covered at meetings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2671	These funds were used to provide literacy and numeracy support for Aboriginal students. Individualised Education Plans were drafted and monitored to ensure Aboriginal student achievement was enhanced and tracked.
English language proficiency	\$8717	These funds provided targeted and tailored literacy and numeracy support for students with English as an Additional Dialect (EALD).
Low level adjustment for disability	\$81 774	These funds were used to employ a Learning and Support Teacher to deliver quality intervention in literacy and numeracy for identified students. These funds also supplemented staffing of literacy and numeracy support by an additional staff member.
Quality Teaching, Successful Students (QTSS)	\$20 924	These funds supported staffing of the RFF program to assist school leaders to mentor stage team members and facilitate lesson observations.
Socio-economic background	\$10 188	These funds we used to part fund the staffing of one day a week Speech Therapist to target early language intervention and speech support for identified students.
Support for beginning teachers	\$4081	These funds were used to supplement the RFF program to ensure that a mentor and beginning teacher had additional RFF time to collaborate and reflect on teaching practice.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	125	131	142
Girls	138	144	152	155

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	96.9	96.6	96.7
1	96.9	96.2	96.1	95.2
2	96.6	97.1	95.3	95.5
3	96	96.8	95.9	95.1
4	96	94.6	96	95.6
5	96.9	96.3	96	96.8
6	96.7	95.8	94.1	95.2
All Years	96.6	96.3	95.8	95.7
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

At Yarrawarrah Public School we encourage regular school attendance to ensure connectedness and success for all students.

We address this by:

- promoting the importance of regular school attendance with our community in newsletters;
- keeping accurate records of student attendance;
- promptly following up non-attendance with reminder emails and phone calls;
- discussing attendance concerns with parents and making Learning Support Team referrals for support if necessary;
- working closely with our Home School Liaison

- Officer (HSLO) to monitor attendance; and providing an engaging and supportive school environment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.21
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Professional learning and teacher accreditation

Staff regularly engage in professional learning targeted at addressing school priorities and personal goals as set out in their Performance and Development Plans (PDP's). In 2017, there has been a focus on formative assessment; creative and critical thinking; writing; reading; wellbeing; data use; professional teaching standards; reflective practice; school excellence and school planning. One staff member achieved their proficient accreditation while two staff members completed accreditation of maintenance at proficient 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

	2017 Actual (\$)
Opening Balance	269,629
Revenue	2,548,131
Appropriation	2,294,317
Sale of Goods and Services	2,292
Grants and Contributions	246,840
Gain and Loss	0
Other Revenue	0
Investment Income	4,682
Expenses	-2,508,497
Recurrent Expenses	-2,508,497
Employee Related	-2,181,814
Operating Expenses	-326,684
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,633
Balance Carried Forward	309,262

The school invested additional funds to support staffing in literacy and numeracy in 2017. Additional funds were also expended from the global rollover to support additional professional development for staff; school infrastructure upgrades; the unforeseen replacement of interactive whiteboards and projectors and the purchase of furniture for our flexible learning spaces. Unfortunately, the school experienced a spike in sick leave this year due to staff being effected by the flu season.

A significant amount of funds which are being rolled over will be spent on our before and after school care facility upgrade in 2018 and also put towards building flexible outdoor learning spaces outlined in our next three year plan.

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	2,021,336
Base Per Capita	43,250
Base Location	0
Other Base	1,978,086
Equity Total	103,350
Equity Aboriginal	2,671
Equity Socio economic	10,188
Equity Language	8,717
Equity Disability	81,774
Targeted Total	76,202
Other Total	55,043
Grand Total	2,255,932

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

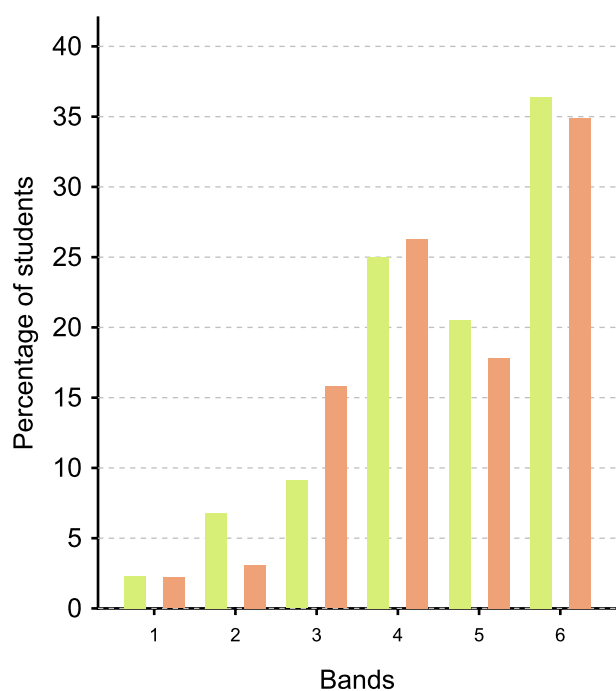
NAPLAN

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.

Year 3 NAPLAN Literacy results indicate the greatest percentage of students achieving in higher bands in writing, spelling and grammar and punctuation from previous years.

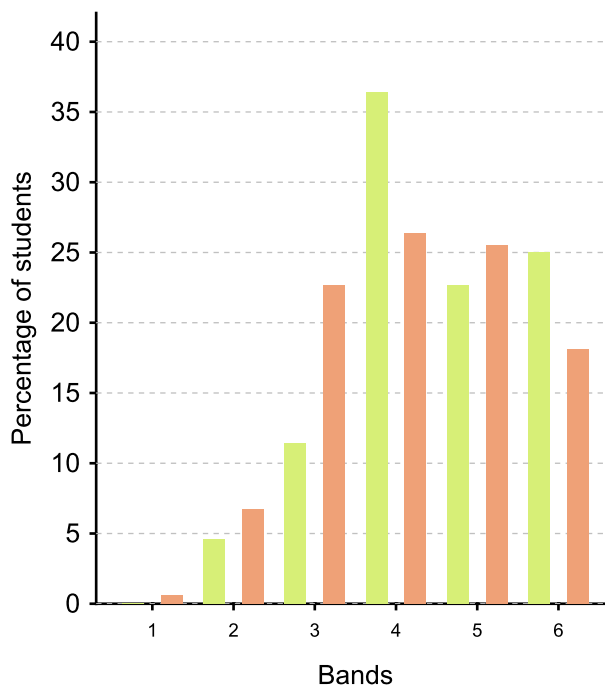
Year 5 NAPLAN Literacy results indicate an increased percentage of students achieving in higher bands in reading, writing, spelling and grammar and punctuation from previous years

Percentage in bands:
Year 3 Grammar & Punctuation



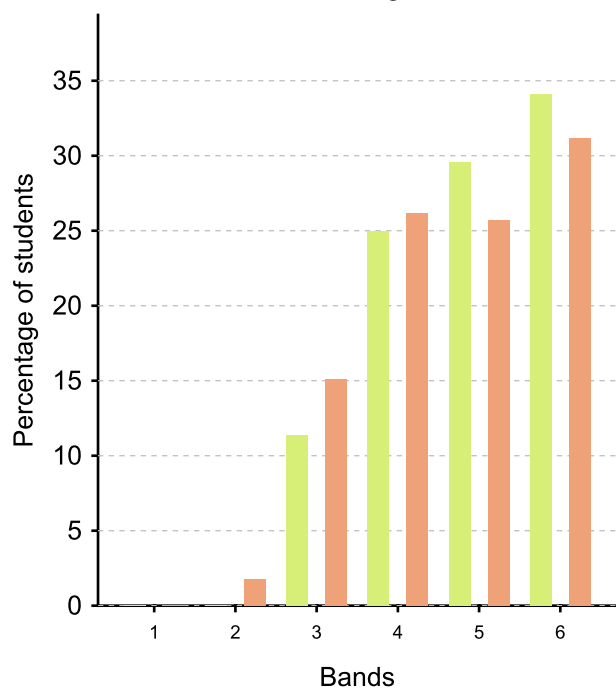
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



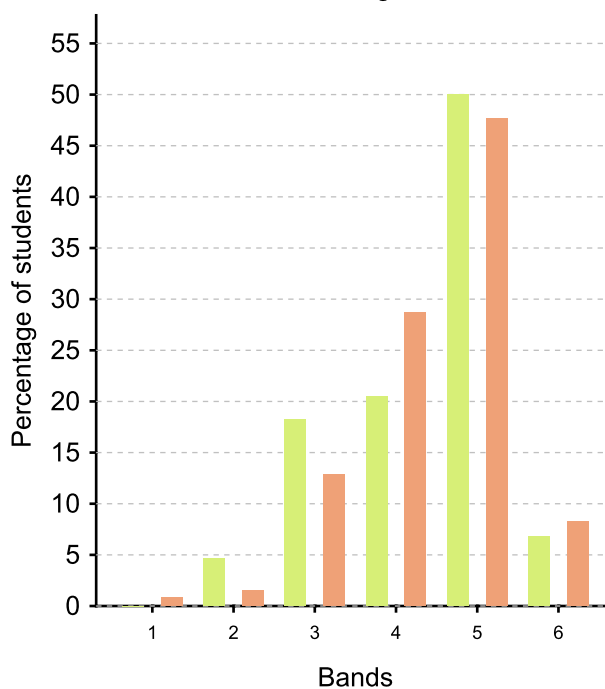
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



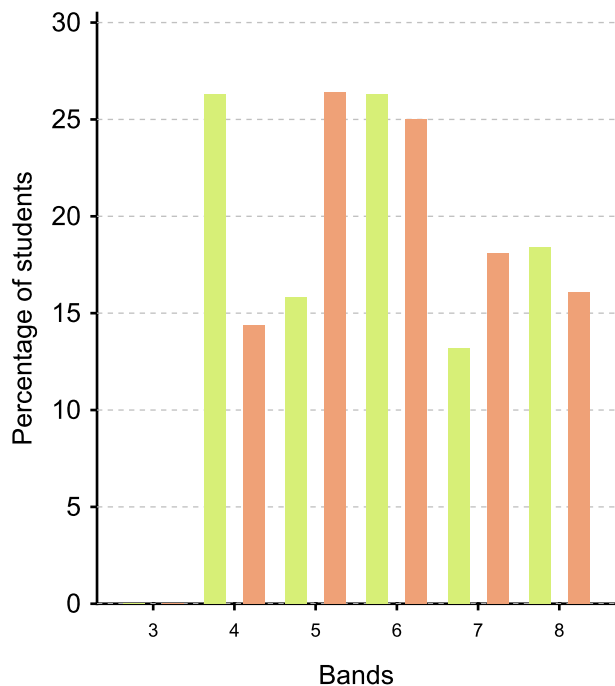
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

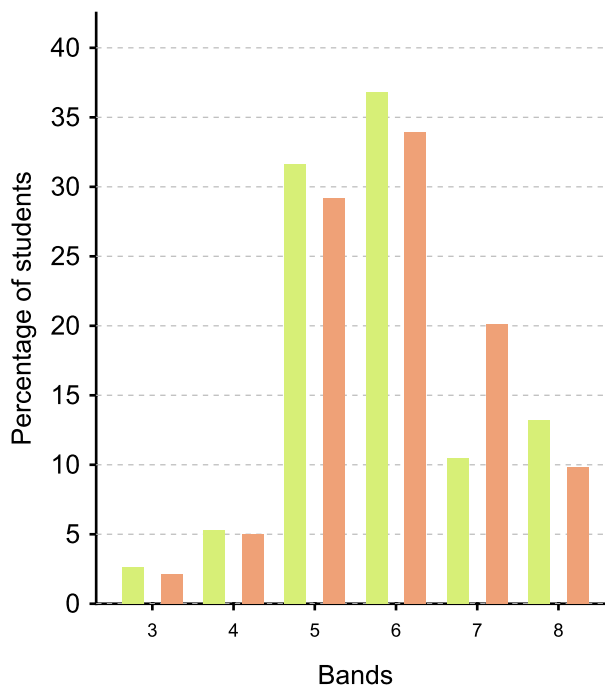


Percentage in Bands
School Average 2015-2017

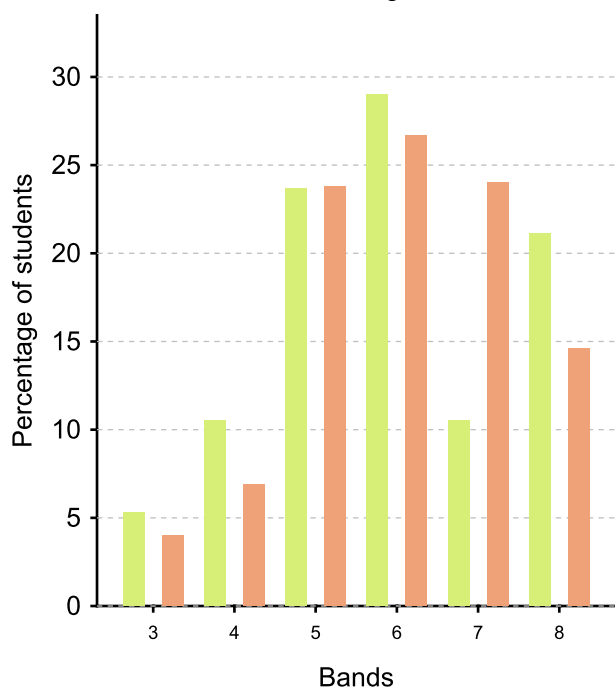
Percentage in bands:
Year 5 Grammar & Punctuation



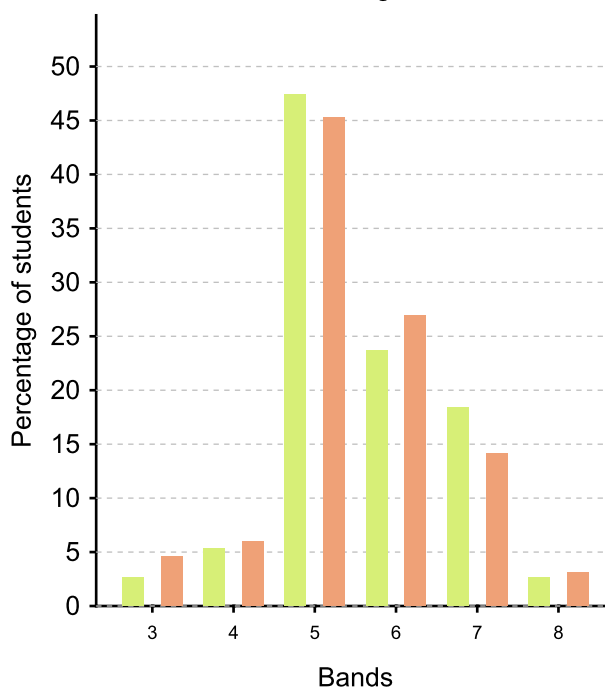
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



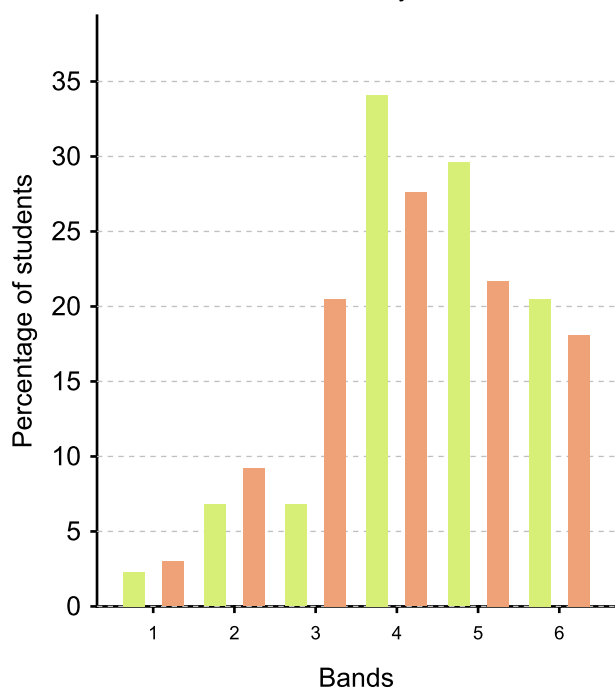
Percentage in bands:
Year 5 Writing



Year 3 NAPLAN Numeracy results indicate a reduction of students performing in the lower bands from previous years.

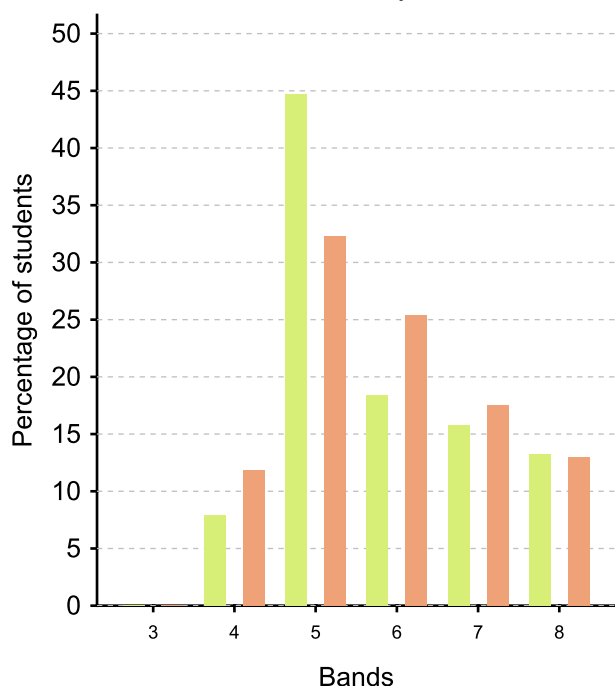
Year 5 NAPLAN Numeracy results indicate we are performing consistently as per previous years.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

50.00% of students in Year 3 achieving in the top 2 bands in numeracy.

31.58% of students in Year 5 achieving in the top 2 bands for reading.

28.95% of students in Year 5 achieving in the top 2 bands for numeracy.

Our commitment is to progressively increase this percentage each year for the next 3 years.

Policy requirements

Aboriginal education

In 2017, Aboriginal education was enhanced through the delivery of Indigenous perspectives within class teaching and learning programs. At a whole school level, the acknowledgments of country features predominantly at all school assemblies and special gatherings. We celebrated NAIDOC week by conducting a writing and art competition promoted by our SRC, with winning entries proudly displayed on our school noticeboard. The winners of this competition also received an Indigenous picture book prize. All entrants received a bookmark featuring Aboriginal artwork and promoting the importance of NAIDOC week recognition. All students participated in a Zoomobile incursion featuring an Indigenous musician and storyteller supported by Taronga Zoo staff and Australian native animals. The P&C funded the purchase of a tri-flag stand for our hall proudly displaying the Australian, Aboriginal and Torres Strait Islander flags.

Multicultural and anti-racism education

At Yarrawarrah Public School we promote diversity through our school value of acceptance. We celebrated multiculturalism through Harmony Day activities which involved students dressing in orange clothing and participating in activities with their buddy classes. All students attended a musical performance by the Salaka drumming group which highlighted the significance of music in African culture. Year 6 students participated in Japanese lessons during their Year 6 to 7 transition day at school. Multicultural perspectives are embedded in teaching and learning programs in history and geography.

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.

63.64 % of students in Year 3 achieving in the top 2 bands for reading.