

# Yass Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Yass 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.

Michelle Fahey

Principal

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## School background

### School vision statement

At Yass Public School we are committed to happy, safe and successful experiences for all.

Our staff have high expectations of our students and our students are encouraged to be creative and confident in their life long journey of learning.

We will provide an environment that fosters caring and sharing; enabling all members of our school community to achieve their potential.

### School context

Yass Public School is situated on the northern side of the town and enjoys beautiful grounds and picturesque views of the river and hills. The school is 139 years old having been established as one of the first schools in the district. The beautiful historic buildings are reflective of the school's rich history in education in the district.

The school is currently enjoying growing student numbers and during 2018 maintained a 12th class. This made all our existing classes smaller and all students enjoyed higher teacher to student ratios.

Our school also enjoys a modern Multipurpose Hall that was delivered through the Building the Education Revolution Project and has enabled the school to host many more events on our own school site.

Our school enjoys all the benefits of small student numbers, family atmosphere and caring environment with the expertise and experience of a big school and staff. We are able to staff flexibly and establish innovative programs that meet the needs of our students and their families.

At Yass Public we work with parents, members of the community and community groups to enhance the educational opportunities for our students, providing them with a learning setting that is both positive, comprehensive, caring and stimulating.

## 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, there is a demonstrated commitment to sustaining and growing the school strategic directions. We have evidence of positive, respectful relationships among students and staff and this is important to achieve powerful student learning. We regularly reflect on the student data we collect in both the classroom and playground to improve our practice. Our Positive Behaviour for Learning program has been fully implemented for 3 years. We constantly meet as a staff to make changes and review processes so the program is best suiting the ever changing needs of our school. We also revisited many of the PBL training for teachers as we had over 3 beginning teachers start this year. This also became part of their Beginning Teachers program throughout the year. This contributed to them deepening their understanding of classroom management strategies. The teachers and student leaders also received training in Peer Support this year and during terms 2 and 3 ran our second Peer Support program to develop skills in student friendships. The schools provision of curriculum meets the needs and expectations of our community and supports students to develop and enrich their skills in literacy and numeracy. This year the whole school trained in 7 steps to Writing Success. We were able to train two school based teachers. They became our tutors and experts within our school. The learning blended very well with our K – 6 Focus On Reading (FoR) in 2017. Teachers were able to implement 7 Steps strategies into their classroom and this program helped to support all students develop many writing skills and develop an enthusiasm to write. The school has highly developed processes to collect and analyse data to improve student outcomes and to illustrate to students about their learning journey. Teachers are able to differentiate their curriculum and teaching programs to best support all their students. Yass parents meet with their child's teachers to look at their child's progress and discuss future directions in their learning.

In the domain of Teaching, our school is sustaining and growing on the Schools Excellence Framework. Teachers were

still using the learning continuum as a tool to plot and plan learning journeys of our students. Teachers were also becoming familiar and attending professional development to help them understand and use the new learning progressions. This will prepare them for implementation in 2019. Students are also negotiating learning intentions with their teachers. Teachers are building excellence in their teaching practice by participating in whole school professional development in Writing. We used this professional development to look at and further develop our English scope and sequence for our school including the learning from both FoR and 7 steps. This is changing practice in classrooms and is improving student outcomes. The whole school staff collect data and review that data on a regular basis to improve teaching and learning for all students and teachers. Our Professional Development Plans drive our school and classroom focus and are supported by reflective practice and mentoring across the school. Teachers regularly observe in other classrooms and also teach in front of colleagues. Teachers use strategic feedback to improve both colleagues performance as well as to improve student understanding. Leaders manage a strategic direction in our school and staff work in teams to drive the directions. Three teachers worked to acquire evidence to support their proficient accreditation. Time is programed for sharing expertise across the school.

In the domain of Leading, our leadership team is sustaining and growing to support a culture of high expectations and community engagement. This year was our first year in our 3 year, 2018–2020 School Plan. 2018 saw our staff dynamics change considerably, we have half of our staff as Early Career Teachers, while 2 of the 3 Assistant Principals were new to their positions and to the executive position. Our leaders were also developing their leadership skills. Leadership teams work in both our school and across school groups to improve teaching and learning as well as present leadership opportunities within our area. Our school leadership team regularly review the processes and practices within our school to improve what we do and how to best meet the needs of our families and students. We continued to learn new skills and understandings of the new financial model and this provided opportunities for our SASS staff to develop leadership skills and teach a new skill set to other staff at school. We also employed a Business Manager to work with finance and compliance responsibilities and to drive continual improvement of knowledge.

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

Staff are educational leaders, ensuring quality teaching and learning practices.

### Purpose

To ensure that learning for all students is based on quality educational delivery and consistent, high standards and shared professional practices

### Overall summary of progress

Throughout 2018 many programs were continued to ensure staff have a thorough knowledge of the curriculum. These included continued support for the beginner teachers working through the National Teaching Standards and accreditation, observation lessons and the development of quality Personal Development Plans with a strong focus in literacy and numeracy. All teachers were trained in Seven Steps to Writing Success and as a result, the school's English Scope and Sequence was reviewed and improved, with an emphasis on the Focus on Reading Super Six comprehension strategies and the Seven Steps.

The structure of the maths and spelling groups remained the same whereby all students were assessed at the beginning of the year. This allowed teachers to make informed decisions when placing students in ability groups, and as a result, differentiating the curriculum and catering for their specific needs.

Some Stages worked hard to improve consistent teacher judgement in assessment. Several assessment tasks and rubrics were created in different KLA's and given to all students. Assessment results were then correlated and compared, ensuring that teachers had similar expectations and standards of students' work.

Staff meetings, Stage meetings and training afternoons continued to develop strong collegial discussions and reinforced the importance of quality teaching. These discussions allowed teachers from all levels of experience to share their ideas and opinions, offering support to one another and come to agreement on whole school programs, policies and procedures. As a result, our strong school culture of quality teaching and high expectations remained a focus.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Literacy and Numeracy</b> Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students including Indigenous students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.	2 teachers were trained in the 7 Steps program at a total cost of \$660 training cost  \$1000 casual teachers relief  \$260 resources  \$1700 salaries for writing camp  \$500 resources, accommodation writers camp	Teachers were trained in 7 Steps to Writing Success and they effectively implemented the steps into their literacy lessons. Teachers gathered work samples as baseline data at the beginning of the year and shared these work samples with the whole staff. Teachers also shared resources they used and successes they had in their classes. This led to an increase in teachers' confidence to teach writing as well as a better understanding of how to engage children in the writing process.  A writing award was created which motivated and enthused the students in writing lessons. All teachers reported an increase in student effort in writing lessons and a more positive learning experience for students. Parents also commented that their children were talking about their writing at home in a positive manner, which was an important shift.  An English Scope and Sequence was reviewed by all staff and then implemented in all classrooms. This document includes the 7 Steps for Writing Success teaching process for each Stage, each term, as well as the Focus on Reading strategies being taught. This document lead to a clearer understanding of what concepts are being covered in each Stage throughout each term as well as the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Literacy and Numeracy</b></p> <p>Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students including Indigenous students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.</p>		<p>resources being used and the assessments taking place. A poetry scope and sequence was also developed to ensure different poetry forms and literary techniques are taught in different Stages in Term 4. Developing this document enabled each Stage to decide their focus and how they were going to achieve the necessary outcomes.</p> <p>Some Stages jointly created writing assessments to assist with consistent teacher judgement. All students wrote a narrative and a persuasive piece using the same stimulus and topic. Teachers then brought work samples together and looked at the data as a team. As a result, grading of students' writing was more consistent.</p>
<p><b>Quality Teaching</b></p> <p>Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.</p>	<p>\$ 33, 000 funding was used to support beginning teachers to collegial plan, assess and teach together within their stage as well as across the school staff for specific projects.</p>	<p>Beginning teachers were supported to observe other teachers in the classroom and be observed by other teachers. This observation process allowed beginning teachers to choose an area of focus, for example behaviour management, learn new skills from a more experienced teacher and then use those skills in their own practice. It also promoted quality collegial discussions resulting in improved relationships between staff. Beginning teachers then discussed the observation process with supervisors in Stage meetings and beginner teacher meetings.</p> <p>Primary teachers taught one Key Learning Area (Creative Arts, Science, History/Geography or PD/H/PE) each term, enabling them to become an expert in that specific area. Programs were created and taught by the one teacher and they assessed all students on that Stage. This process also allowed for more consistent teacher judgment during the assessment period. In literacy, jointly created assessment tasks in Stages also allowed for consistent teacher judgement.</p> <p>Teachers identified students that they were finding challenging to manage in class. Discussions and brainstorming amongst staff took place in the Positive Behaviour for Learning meetings and Learning Support Team meetings, as well as at the Beginning Teacher meetings. Behaviour experts were then invited into the school to further support teachers with different behaviour management strategies for these students. These collegial discussions allowed the teachers to be supported in their practice, as well as processes to be put in place to best support the students. The Assistant Principals also assisted teachers to develop Individual Education Plans and document the adjustments the teachers were making for each student.</p>
<p><b>Professional Learning</b></p> <p>Improved knowledge and understanding of teachers managing their professional learning logs as well as an</p>	<p>\$ 32 782</p> <p>Full account of professional learning in workforce information.</p>	<p>A comprehensive timeline was created, mapping every staff member and their levels of accreditation, including who has been accredited, who is in the maintenance phase and who is yet to begin the process. As a result, supervisors know how best to support their staff. Beginning teacher training was</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>increased confidence of the accreditation process. This will result in teachers maintaining accreditation and seeking continual professional growth.</p>		<p>being conducted every week throughout the year. In these sessions, teachers participated in the Strong Start, Great Teachers induction program, whereby informative discussions about the Australian Professional Standards, the process of accreditation and how this informs teaching practice, goal setting and behaviour management were a main focus.</p> <p>Goals for teachers' Professional Development Plans (PDPs) were discussed as a whole staff, not only looking at personal goals, but also whole school goals from the School Plan. All staff completed their PDPs and discussed their goals with their supervisor. This gave executive teachers guidance on what their staff were interested in learning about, as well as professional development for the whole staff.</p> <p>Professional learning for this year has surrounded the school focus area of writing, with teachers expressing growth in confidence towards writing over the semester. Beginning teachers have now completed all four phases of Strong, Start, Great Teachers, with excellent teacher discussions surrounding identified problems in the classroom setting.</p>

## Next Steps

As a staff and executive we analysed our NAPLAN results. We were concerned with our writing results but acknowledge that the results did not reflect the new teaching with the Seven Steps program. We will keep working on teaching the 7 Steps, continue our writing awards in assembly to help keep the children motivated and review our progress throughout each term next year.

Teachers expressed that they found the factual and persuasive writing more difficult to teach with the 7 Steps and would like more training in this area. It was also suggested that we look for examples of whole pieces of writing in these genres. A training afternoon will be organised for 7 steps in 2019. The new Seven Steps Informative Writing manual will also be purchased to assist teachers in teaching informative texts.

The Literacy and Numeracy progression documents will be a focus, keeping track of evidence and mapping student progress. All staff will develop their understanding of the progressions documents and practise navigating through ALAN. This will ensure all staff feel comfortable with the assessment platform and entering data.

Beginning Teacher funds will be used in a whole school capacity through observational rounds. This will not only support all staff in their practice, but fulfil the commitment set in the Professional Development Plans. All teachers will be expected to observe one another throughout the year and reflect on their observations. This will inform our teaching, encourage collegial discussions and continue to promote a strong staff culture.

All staff will become familiar with the Learning Progressions documents. Teachers will use these documents to inform

their practice of individual students and create engaging lessons to enable students to reach the milestones.

The executive and an interest group will become more knowledgeable in data collection and analysing evidence to inform future directions of our school programs. Programs, policies and documents will be evaluated and evidence will be collected as part of this process, ensuring quality teaching is one of our main priorities.

Consistent teacher judgement will continue to be a focus for all staff ensuring assessment tasks are created in Stages and given to all students in that year level. This will enable the same expectations to be set by all staff within that Stage and grading to be reliable across the year group.

Teachers will be given professional development on navigating through NESA and eTAMs website, recording professional development courses and keeping track of the Australian Professional Standards. Three teachers will continue to work on their accreditation and complete their report to be accredited as Proficient.

Executive staff will be trained in the Learning Progression and ALAN. Executive staff will then run whole school training sessions on the Literacy and Numeracy Progressions, mapping student progress and recording the data in ALAN.

Stage 3 teachers will combine with high school teachers in a Rural and Remote grant whereby over 15 staff from 8 schools will share collegial practice, expertise, content and pedagogy to inform their practice across Stage 3 and 4 settings. Teachers will watch demonstration lessons in both the primary and secondary settings, discuss quality teaching strategies and be supported by targeted professional learning.

## Strategic Direction 2

Students and staff are successful, confident and creative leaders and learners.

### Purpose

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

### Overall summary of progress

At Yass Public School, it is of high importance for students and staff to be successful, confident and creative leaders and learners. In 2018 this was reflected through numerous programs presented to students and professional learning undertaken by staff in the areas of Student Wellbeing, Personalised Learning and Curriculum and Learning.

Within student wellbeing, there were established programs that were continued as they were producing positive results for students. Peer Support was conducted across the whole school for a second year with a focus on 'Keeping Friendships'. This helped create a sense of belonging for students through regularly interacting with a small group of students of mixed ages. The Student Representative Council became a more prominent group within the school as they evaluated existing programs and initiated new ones for the whole school community.

Positive Behaviour for Learning began a new phase in 2018 with a team forming and a refocus on classroom settings. The whole staff continued to evaluate data collected on behaviour across the playground and classroom settings and used that to drive any necessary changes. The whole school rewards held each term helped create a sense of community and belonging across the school.

Throughout 2018, staff identified students requiring support for various reasons and as a result, targeted small groups were formed and programs were delivered. These included the Berry Street Educational Model resilience program, playground groups and social skills groups. All staff participated in the Bridges out of Poverty training and this led to a student-teacher mentoring program as well as new ways executive staff could reflect on student behaviour.

Personalised learning for students was a priority and the entire staff ensured students had access to tailored support, extension and enrichment activities. Teaching staff, under the direction of the Binit Binit learning community, conducted the second writers camp, students engaged in a sculpture workshop, students performed dances and the choir performed at the Education Week Concert. There were many other opportunities for students to succeed in areas across all Key Learning Areas including the public speaking competition, the school spelling bee and coding and robotics.

Teaching staff produced personalised learning programs for individual students requiring support in a range of areas for a variety of learning and behavioural needs. Learning goals for each student across the school were once again a priority for the whole school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase student attendance.	No budget allocation needed as it falls into normal allocation.	Teachers were diligent in contacting parent and carers of students who were absent up to three days. This helped strengthen relationships with parents as teachers were able to support families. When teachers and executive staff were concerned about student attendance, this was raised at Learning and Support Team meetings each fortnight. Students were then monitored and if there were still concerns, the Home School Liaison Officer was consulted and at times monitoring was required through them. As a result, our attendance rates were comparable to previous years.
Improved levels of student wellbeing and proportion of students demonstrating active engagement with their learning and play.	\$600 training for Peer support \$8000 Training in Bridges out of Poverty.	Student wellbeing is of high importance to the whole school community and during 2018 this was reflected through numerous programs presented to students and professional learning undertaken by staff. Social skills groups were facilitated, teaching

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
<p>Improved levels of student wellbeing and proportion of students demonstrating active engagement with their learning and play.</p>	<p>\$1000 training in PBL and budget to support the PBL across the school.</p> <p>\$200 training in Berry Street model.</p>	<p>students specific social skills and giving them opportunities in small groups to practice these skills. Playground groups were conducted daily and were based around learning. Staff attended 'Bridges out of Poverty' training over 2 days which led to many small, practical strategies to engage with students. Our Learning and Support Teacher (LAST) received training on the Berry Street Educational Model and successfully facilitated two small group resilience training with Stage 3 students in Semester 2. Peer Support engaged the whole school across two terms with the theme 'Keeping Friendships'.</p> <p>The Student Representative Council (SRC) has been involved in implementing many new initiatives in our school. They have implemented and increased the recycling of a range of waste products across the school and as a result, the general waste has reduced significantly. They have been raising money for future projects through the 'earn and learn' recycling of bottles. The SRC has also funded and overseen the installation of a filtered water station that has been extremely popular with the student population. They supported the garden club by purchasing equipment and supplies.</p> <p>Positive Behaviour for Learning (PBL) continued to promote respect, responsibility and participation. The PBL team conducted four different whole school rewards that were engaging and well received by students and staff members. Our PBL internal coach received Classroom Modules training and began providing professional learning to the entire teaching staff in these modules. Data on student behaviour was analysed to make necessary changes within the playground environment. It was also used to target students for specific programs such as the social skills and playground groups.</p>
<p>Increased opportunity for all students to be extended academically, physically and creatively.</p>	<p>\$20 000 in supplementary Learning Support teacher funding..</p> <p>\$1500 for Extension Writers camp.</p> <p>\$1000 budget allocation for class projects with their local artists and school project for the grandparents day.</p> <p>\$1200 STEM training.</p>	<p>Students have been given many opportunities to develop their skills in English throughout 2018. The Learning and Support Teacher worked with students individually and with small groups to support them in writing and reading, resulting in increased engagement within their class and improved skills. The Binit Binit Learning Community held their second Writers Camp with visiting authors and presenters. 20 students from YPS were in attendance. The annual YPS festival was held and encouraged students across the school to be involved by submitting an individual writing piece to the Writing Competition or collaborating with their class in the whole school continuous story. Writing Competition winners went to a district level of competition to be judged and there were students from YPS who received placings. The annual Public Speaking competition successfully provided students with the opportunity to practise their skills and one student entered the local Rostrum. The Great Yass Public School Spelling Competition was held in Term 4 and members from the school</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunity for all students to be extended academically, physically and creatively.		<p>community attended with enthusiasm. The competition involved approximately 35 students and a local business sponsored the event.</p> <p>Within Creative and Practical Arts, 13 students successfully auditioned as a choir and were part of the School Spectacular combined choir. The school choir performed at the Binit Binit Education Week concert as well as significant events such as the Anzac Day ceremony and Presentation Assembly. 2 dance groups performed at the Grandparents Day concert and one of these groups repeated this performance at the Binit Binit Education Week concert. Student artwork was show-cased in the main street of Yass during Education Week. Each class also worked collaboratively with a local artist to produce a combined class work which was showcased and auctioned during Grandparents Day. The local Aboriginal community worked collaboratively with the school community to produce a mural whereby each member of the community were given the opportunity to contribute to the artwork.</p> <p>In technology, a Coding and Robotics Club was launched in Semester 2. This occurred on a weekly basis and students were able to use equipment purchased by the P and C Association. Staff members were also given training in the new STEM kits available from 2019.</p>

## Next Steps

The entire staff identified that Positive Behaviour for Learning is valuable for student learning and within the playground. They expressed an interest in learning targeted interventions for students requiring additional behavioural support. We will take steps toward moving into Tier 2 through professional learning and seeking support from the PBL Assistant Principal– Schools Services Directorate. The PBL team will continue to support the staff in collecting and analysing data around student behaviour.

Our Learning and Support Teacher received professional learning in 2018 on the Berry Street Educational Model for students who have experienced trauma. In 2019, they will share what they learnt with the entire teaching staff within our school as we recognise that there is an increasing number of students who have or will experience trauma. A number of teachers have also expressed interest in attending the same professional learning throughout 2019.

Teachers expressed an interest in learning more about STEM and how to use resources within the classroom and as part of their teaching. We will host a STEM share workshop and invite other school from our district. We will also borrow STEM kits for student use across 2019.

Teaching staff will continue to provide extracurricular activities and extension programs that have been successful in previous years as students look forward to participating in them. We will also look at providing opportunities in new areas that have not yet been attempted or extending opportunities on a larger scale, such as coding and robotics.

The entire staff will receive training on the Learning Progressions document and begin using ALAN as a tool to track student success and direct their teaching. This will assist teachers in seeing which students require support in their learning and where the support is required.

Executive staff will learn about the 'MGoals' program for Indigenous students. They will seek advice from the local Aboriginal Education Consultative Group as to the most appropriate way to use it to support each student.

Teachers and Executive staff will seek strategies to increase student attendance through creating procedures and

building relationships with families at our school. This will be under the guidance and support of our district Home School Liaison Officer.



### Strategic Direction 3

School works in partnerships with parents and the community.

#### Purpose

To build collaborative and supportive relationships which support student learning, and further broaden the opportunities available to our students.

#### Overall summary of progress

Yass Public Schools values the relationships between the school, parents, local schools, and local community.

Our community events, including Grandparents Day, Creative Arts show, Primary Presentation Night and Infants Presentation day assemblies were very successful. All events were well prepared and ran very smoothly and efficiently. Parent and community attendance were very high with a number of parents giving positive feedback to the school about the events.

This year has seen an improvement in communication between parents and the school through the addition of the new electronic sign. An increasing number of families are using the Schoolstream app to access messages, notes and information regarding school practices and events. The school executive team reflected on the results from the Tell Them From Me survey data to generate future directions for the 2019–2020 school plan.

The school held a Parent Information evening and Meet and Greet in term one with many parents attending. Parent teacher interviews were held in term 1 and term 3 with an increasing number of parents and carers attending these events. Our dedicated teaching staff are in regular contact with parents throughout the year to ensure open lines of communication between parents and teachers, to meet the needs of all students.

The Kindergarten Information sessions and orientation days were held. Attendance was high, particularly for the day session. The Day in the Life of a Kindergarten video was well received by the parents and children attending. Our year 6 students attended the year 7 orientation day at Yass Public School in term 4.

The information booklet of local services and agencies is now complete. However, the booklet will be accessed by learning support staff and teachers only. It will not be distributed to the community or published on the website. Parents will be able to access the information contained in the booklet through learning support and teachers.

Indigenous students have had many opportunities to embrace and connect with their culture and their school. This year, three of our students took part in leading the NAIDOC day celebrations, held in September. The theme 'Because of her we can,' celebrated the contributions of Indigenous women of the past, present and future.

Our students embraced Indigenous culture through the creation of a new mural, now displayed on the school grounds recognising the importance of community. The mural was designed in collaboration with students, P&C and AECG community members.

Indigenous students participated in didgeridoo, art and beading lessons led by Indigenous mentors from Yass High School. This program was very successful in increasing student confidence for transition into high schools and strengthening relationships within the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Communication</b> Provide a variety of forms of communication methods so that families and the wider community can be informed and involved in our school.	\$22 000 new electronic school sign  \$600 school stream App for Yass Public school families.	This year has seen an improvement in communication between parents and the school through the addition of the new electronic sign. An increasing number of families are using the Schoolstream app to access messages, notes and information regarding school practices and events. In parent teacher interviews (term 3), staff trialled 10 minute time slots for meetings which proved very effective. This practice will continue next year to increase the number of parents accessing interviews. The Meet and Greet and Kindergarten

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Communication</b></p> <p>Provide a variety of forms of communication methods so that families and the wider community can be informed and involved in our school.</p>		<p>Information sessions will be held again next year.</p>
<p><b>Involvement</b></p> <p>Increase in the number of parents attending community/school events.</p>	<p>No funding required.</p>	<p>Our community events, including Grandparents Day, Creative Arts show, Primary Presentation Night and Infants Presentation day assemblies were very successful. All events were well prepared and ran very smoothly and efficiently. Parent and community attendance was very high with a number of parents giving positive feedback to the school about the events.</p>
<p><b>Aboriginal Partnerships</b></p> <p>Increase percentage of Indigenous parents involved in the development of their child's personalised learning plan and students feel that they are successful and enjoy school life.</p>	<p>\$1000 for staff to be released to work on PLP's and meet with parents.</p>	<p>Students have had many opportunities to embrace and connect with their culture and their school. This year, three of our students took part in leading the NAIDOC day celebration, held in September. The theme 'Because of her we can,' celebrated the contributions of Indigenous women of the past, present and future.</p> <p>Our students embraced indigenous culture through the creation of a new mural, now displayed on the school grounds recognising the importance of community. The mural was designed in collaboration with students, P&amp;C and AECG community members.</p> <p>Indigenous students participated in didgeridoo, art and beading lessons led by Indigenous mentors from Yass High School. This program was very successful in increasing student confidence for transition into high schools and strengthening relationships within the community.</p>

## Next Steps

Teachers and executive staff will continue to strengthen relationships between the school, parents, local schools and local community to ensure our students have access to a broader range of opportunities and expertise and develop a greater sense of belonging.

Community Events including Grandparents Day Celebrations, Spelling Bee competitions, Parents Helpers Breakfast, Anzac Day Parade, Education Week Celebrations and Infants and Primary Presentation Night assemblies, will again take place throughout the year. Our aim is to open our school to the parents and community to foster a welcoming environment where our students' education is seen as a partnership between the school and home.

The Tell Them From Me survey will be conducted to collect data from students, parents and teachers on the effectiveness of school practices. The data will be analysed by executive and the Principal and drive future planning and policies.

Open lines of communication will continue to be encouraged to ensure that parents and students are informed about the school's policies, programs and events. Our new school sign will continue to operate, newsletters published fortnightly, Schoolstream App used to communicate information and information on the Yass Public School website will be updated regularly by staff.

Parent Information and Meet and Greet evening will be held in term one. Parent teacher interviews will again be held in terms one and three. This year it has been decided by teachers and executives that interviews will be ten minutes in length to cater for the increasing number of parents/carers wishing to attend. Teachers are encouraged to communicate

with parents any time there are concerns about students.

Staff members will continue to attend AECG and Binit Binit meetings to collaborate with local schools and the community to plan NAIDOC day celebrations and develop stronger links with the Indigenous community. We will endeavour to plan experiences for our Indigenous students to deepen their understanding of culture and be supported in their learning.

Kindergarten Information sessions will be organised and delivered to the community in term 3 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	TOTAL \$18 357 \$2819 Naidoc day \$1002 Art supplies \$14 536 staffing	<p>Aboriginal Background loading supported our spelling and maths groupings with staffing above establishment. This program supports students that need extra time and teacher instruction. The extra teachers are able to work with students in small groups and therefore we have small teacher student ratios in those groups.</p> <p>The Binit Binit learning community organised a big NAIDOC day event. Over 1000 students attend on the day. There are many services and activities planned for the day. The highlight of the day is the Aboriginal dancers and the smoking ceremony. This year young Aboriginal women were the leaders in the ceremony as the years theme was "Because of her we can."</p> <p>Yass Public School in consultation with Yass Elders and our local AECG help to design and produce a mural. Students, staff, parents and elders all made their mark on the mural during grandparents day in September. The mural is now complete and is displayed in a prominent position in our playground.</p>
<b>Low level adjustment for disability</b>	\$31 867 Support staff salary	<p>A Teachers aide was employed to support students that do not meet the guidelines for individual integration funding in main stream. The teacher was able to support over 4 students part time in their classrooms.</p> <p>A Multilit program was operating on three afternoons a week to support senior students with their literacy. This program successfully helped over 6 students during the year.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.483 staffing allocation	<p>This staffing allocation is equal to approximately 2 days per week. This program supports Assistant Principals to support their teachers within their stage. They use this staffing allocation to work with the teachers within their stage to observe lessons, do demonstration lessons and discuss principles of quality teaching with their stage. This release is available to help them to plan, deliver and evaluate the strategic directions from the school plan every 5 weeks.</p>
<b>Socio-economic background</b>	TOTAL \$67360 \$14 266 trolley and computers \$15 651 business manager \$12 746 interactive TV for 2 classrooms \$18 400 STLA top up \$ 6297 Teachers Salary	<p>Socio Economic funding was used to subsidise the cost of visiting shows, helping to make the performance accessible to all families. It was also used to subsidise bus travel to excursions.</p> <p>This funding was also used for families in need to help support educational costs within our school.</p> <p>Teachers attended professional learning around Bridges Out of Poverty project and were able to set up interventions coming from that project including 3 minute mentors.</p>

<p><b>Socio-economic background</b></p>	<p>TOTAL \$67360</p> <p>\$14 266 trolley and computers</p> <p>\$15 651 business manager</p> <p>\$12 746 interactive TV for 2 classrooms</p> <p>\$18 400 STLA top up</p> <p>\$ 6297 Teachers Salary</p>	<p>2 Electronic white boards and a class set of laptops and a trolley was purchased so that every classroom has the same access to technology throughout the school.</p> <p>Salary costs were used to employ our Learning Support teacher on a 4th day for the week to continue with our intensive literacy program and other support programs within the school.</p> <p>A Business Manager was employed to support office staff and the principal with compliance procedures and management of budgets and training and development of other staff.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$46, 751 Teacher Short term release salary.</p>	<p>This Beginning teachers funding was used to support early career teachers to be mentored, attend an induction program, attend the beginning teachers conference and participate in the Strong Start, Great Teachers modules.</p> <p>Early Career teachers were supported to write professional goals for their Professional Development Plan, establish the professional learning they would need and the evidence they could collect along that journey.</p> <p>Teachers were able to have observations and collegial discussions outside of their classrooms. They were able to have their lessons observed and given effective feedback around their practice.</p> <p>Beginning teachers were supported by executive teachers to begin or complete their Australian Professional Standards Accreditation. 3 teachers were accredited at proficiency level in 2018.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	132	142	157	163
Girls	116	116	129	135

In 2018 our student numbers continued to grow. We had increased numbers in Kindergarten and that saw us establish 2 kindergarten classes and a kindergarten and year 1 composite class. We maintained and grew our 12th class. We have large Stage 1 and 2 class sizes and all of our learning space and classrooms are full and used on a daily basis. The library and computer lab are also spaces that are timetabled to capacity every day. We enjoyed enrolling over 34 new students throughout the year into all grade levels other than kindergarten.

We have 3 classes in Early Stage 1, 3 classes in Stage 1, 3 classes in Stage 2 and 3 classes in Stage 3. Our student numbers look to increase next year as there are many housing developments in the Yass surrounding area.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	94.1	94.4	93.8
1	94.8	94.1	94.2	95.2
2	94.1	91.7	93.9	94.3
3	93.1	95.6	92.9	93.1
4	95.6	91.9	95.2	92.9
5	95.1	94.8	93.7	94.3
6	95.8	94.2	93.9	93.5
All Years	94.8	93.7	94	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Teachers have analysed attendance data and the processes in which we monitor our data. Procedures have been developed within our school to review individual attendance data through the Learning Support Team, classroom teachers and the Home School Liaison Officer.

Teachers will ring the home after 3 sequential absences. Letters are sent home to families to explain unexplained absences. School letters are sent twice a term after individual attendance has been monitored by the Learning Support Team. This is followed by a meeting with parents. Some cases are then referred onto the Home School Liaison Officer if needed.

Programs that are having a positive influence on our attendance at school is our Positive Behaviours for Learning, our Peer Support Program, Kindergarten Buddy program, Student Representative Council, Leadership programs, Daily Breakfast Club, Kids Hope mentoring, 3 minutes mentors and playground groups. These programs are reviewed at the end of each term along with the school collected data. Students have also highlighted these programs in peer support lessons and Tell Them From Me surveys as being programs that make a difference to their wellbeing.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.89
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

No staff members identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	91
Postgraduate degree	9

## Professional learning and teacher accreditation

In 2018 we trained 2 staff members in the 7 Steps to Writing Success program. These teachers then became facilitators at our school. These teachers did professional development for our school and teachers of neighbouring schools. Together we worked on our English scope and sequence document for K–6. Writing strategies and links to the syllabus were discussed throughout all 4 terms in regular professional learning sessions.

A significant number of our staff also undertook CPR training and practical Anaphylaxis training. All staff updated their training in Code of Conduct, Child Protection and Emergency Care online training. New staff undertook the online WH&S induction course. All staff at Yass Public School were compliant with their Working with Children's Check as of early November 2018. Staff sought to reapply for the WWCC if required throughout the year.

We had three early career teachers at our school for the year that participated in a Beginning Teachers course that ran throughout the year and addressed the modules in Great Teachers, Great Start. Two beginning teachers attended the Beginning Teachers conference and found this very informative professional development. The Beginning Teachers Program at Yass Public School also involved observing other teachers and being observed by supervisors as part of their Performance and Development Plans goals. Teachers also worked through collecting and annotating evidence to gain proficient accreditation with the Institute of Teachers. Three teachers were successful in gaining accreditation in 2018.

The entire staff of Yass Public School participated in the Bridges Out of Poverty training. We had over 20 staff trained and the training took place over one Saturday and two evening sessions. The training helped staff develop a deeper understanding of the families that we have at our school and led to the development of many wellbeing programs we have implemented at YPS.

This year, the Principals of the Binit Binit learning community designed and organised a combined staff development day. This day included the whole staff from over 20 schools. It included support staff and teachers and had many casual teachers from the area attend. There were 2 key note speakers, Rosie Batty and Murat Dizdar. The day then had 4 x 40 minutes workshops that staff could tailor to their needs. There were over 120 participants for the day. The cost was \$100 per staff member attending. The day had such positive feedback that it will be planned again in 2019.

Our PBL team received training around the PBL model and implementation in our classrooms. This was delivered by the PBL external coach. Our teachers had refresher courses in PBL reboot and consistently looked at data collected by our playground and classroom referral sheets.

Two teachers attended training in STEM. The teachers were able to access training in the new Science syllabus and combine that knowledge to book and plan to use STEM kits in our school in 2019. New scope and sequences were developed to implement the new Science syllabus in 2019.

Our principal attended meetings and professional development in Curriculum. As the Primary Principal Association (PPA) Representative for Curriculum for our South Coast area. They attended 4 meetings a year and then presented feedback to our local PPA meetings. The principal also attend 4 network days per year.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	510,054
<b>Revenue</b>	2,719,075
Appropriation	2,607,206
Sale of Goods and Services	15,427
Grants and Contributions	91,990
Gain and Loss	0
Other Revenue	0
Investment Income	4,453
<b>Expenses</b>	-2,573,757
Recurrent Expenses	-2,573,757
Employee Related	-2,307,595
Operating Expenses	-266,162
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	145,319
<b>Balance Carried Forward</b>	655,373

This year we established a Business Manager model within our school. The person working within this position works across 6 schools in the area. This person has a shared expertise across small schools, larger schools and high school and central school settings. The business manager helps with finance and compliance requirements within the school. They also support the Principal and Office Manager to prepare for audits and budgeting.

Our school Principal, Office manager and Business manager work together to establish the school's financial management processes and governance structures to meet financial policy requirements. Executive staff are also included in the team when planning to meet our strategic directions and the resourcing that will be needed that is outlined in the school plan. We work to establish a budget and meet monthly to monitor spending. 2019 will be easier to monitor finances as we will have a clearer understanding of the budget and the new release of the Human Resources model of operation.

We have had unusual substantial underspending this year because we have found it difficult to track funding.

We also had a high staffing bill occurring at the end of December that was not paid until the beginning of 2018. Planned capital expenses are highlighted for 2018 when we had a clearer picture of our financial position.

We will have targeted funding allotted to staffing in 2019 to support literacy and numeracy programs in the school. In 2018 we were able to purchase a new photocopier, a class set of laptops and trolley, 2 electronic white boards, a new electronic sign for the front of the school and many ground maintenance projects.

Our P & C organises and collects our voluntary school contributions. The P & C asked for contributions. however an amount was not set as families were able to contribute what they were able to. These funds then directly supported our school in projects that the school and P & C consulted on.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,125,723
Base Per Capita	55,304
Base Location	17,916
Other Base	2,052,504
<b>Equity Total</b>	134,821
Equity Aboriginal	18,357
Equity Socio economic	31,379
Equity Language	0
Equity Disability	85,084
<b>Targeted Total</b>	133,575
<b>Other Total</b>	124,839
<b>Grand Total</b>	2,518,959

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 student performed above the state average in Reading while our Year 5 students performed at state average. Continued school emphasis is targeted towards Grammar and Punctuation and Writing improvements for 2019.

Both our Year 3 and Year 5 students performed well above the state average in Maths. 61.3% achieved expected growth or above which is higher than the state average in Numeracy.

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.

100% of year 5 Aboriginal students made or exceeded expected growth in spelling. 60% made expected growth in writing, reading and number.

33% of year 3 Aboriginal students were in band 4 or higher for literacy and numeracy.

20% of year 5 Aboriginal students were in band 6 or higher for literacy and numeracy.



## Parent/caregiver, student, teacher satisfaction

Feedback from our students via the Tell Them From Me Survey indicated that 83% of students had a high participation in sports and this was higher than the NSW Govt. norms. 62% of students had a high participation in extra curricula activities, which is 7% higher than the NSW Govt. norm. 91% of students felt that students had positive behaviour. Less students felt that they were victims of bullying than the state average. Aboriginal students felt they had a strong connection to their culture and that their teachers had a strong understanding of their culture. 39% of students expected to go to university after high school.

68% of students felt that they were accepted and valued by their peers and others at our school. This is lower than the average school and will become a focus in 2019 as we work on belonging. 53% of students were extremely happy at school and 40% of students were happy at school most of the time. 70% of students felt their teachers helped them to learn every day and over 25% of the other students felt that their teacher helped them learn most of the time.

72% of staff felt very valued by other staff members and that they contributed to students success. 66% of teachers felt that they were very valued by the students in their class. Staff felt that the leadership has supported them in their teaching to observe lessons and helped them in stressful times. Staff felt they work well in teams and share collegial knowledge. Teachers are using data to inform their practice more at our school than the state average.

100% of parents surveyed at the P & C felt that their involvement was appreciated and valued by the school community and that their students felt safe, cared for and supported in their learning at our school. Parents feel very welcome at our school and are informed about their child's academic and social skills. 67% of parents have spoken with their child's teacher more than 3 times in the year and 75% have attended meetings more than 3 times in the year. Parents felt that the school supports their child's learning, that their teachers show an interest in their child's learning and that they encourage students to do their best. Parents felt that the school support positive behaviour and feels that the school is very consistent in dealing with behaviours across the school.

Parents and carers identified that teachers and support staff are working to make school a safe place and that the school helps prevent bullying. Parents felt that teachers help students develop positive friendships. 58% of parents thought their child would attend university in the future and 92% of students would complete year 12.



## Policy requirements

### Aboriginal education

Our Aboriginal students are engaged and are happy to come to school. We have Aboriginal perspectives and processes in place in our school plan and are embedded in each of our three strategic directions.

Our Aboriginal themed garden was completed. This was a collaborative effort with selected students from a Community Service elective from Yass High School, Yass Public School students and our local Landcare group. Students use this space daily and find it a peaceful place in our busy playground.

PLP's were written for every student within the school. Indigenous student PLP's incorporated parent and carer involvement in their creation, with set goals and specific time frames that were implemented and followed up on.

Our Education Week activities, and Grandparents and Special People Day, incorporated an Indigenous perspective of literature and art. A staff member wrote a proposed art statement for a mural to be made collaboratively with our local AECG, indigenous school families and school body as a whole. After a consultation process it was completed as part of our "Grandparents and Special People Day" activities, in a prominent location within our school.

The NAIDOC theme of 2018 "Because of her, we can" led to a new "Acknowledgement of country" being written in consultation with the Stage 3 female Indigenous students of our school. This "Acknowledgement of country" was read by these students at school events and gatherings. Our Stage 3 indigenous female students attended a speech writing day with one of our teachers. At this workshop the students crafted a short speech upon the NAIDOC theme of "Because of Her, We Can" and performed their speech at our multi schools and community NAIDOC event. Selected art students from Yass Public

School K–6 entered a NAIDOC Week art competition. Our entire school attended our local multi-schools and community NAIDOC event and assisted in the planning and execution of the day.

A staff member attended the "Aboriginal Education Forum at Queanbeyan High School" and incorporated suggestions from the symposium at our school.

Selected art students from Yass Public School K–6 designed and made boomerangs which were displayed as part of Education Week for our local community in a street window space venue.

Yass Public School hosted the "Redfern Aboriginal Dance Workshop Program" with the Redfern Dance Co. Other local schools with Indigenous students attended the event with Yass Public students. We had over 15 students attend the workshop from Yass Public School and there were over 5 schools represented on the day.

Our mentoring program with Yass High School was broadened to include female students. Our primary Indigenous boy students worked with High School Indigenous boys to make their own didgeridoo and learn how to play it. Our primary Indigenous female students worked with Yass High School Indigenous girls to make costumes for NAIDOC celebrations, decorated clap sticks and also made a variety of art works.

Selected school staff attended every local AECG meeting of 2018 and made visits to our local Land Council to strengthen our community connections and partnerships.

27 of our students identify as Aboriginal or Torres Strait Islander, this is 9% of our total school enrolment. The attendance of our Aboriginal students was 90.0% compared to all non Aboriginal students 93.2%. The state average for all students was 93.4%.



### Multicultural and anti-racism education

In 2018 Stage 3 students studied units of work with a multicultural focus. The first history unit focused on the Declaration of Human Rights, Refugees and Asylum Seekers. Throughout the unit, students explored the Universal Declaration of Human Rights and gained an in-depth understanding of the importance of these rights. Students also identified which countries do not follow the Declaration and why, as well as the

implications this has on the country. Students also learned about the discrimination and hardship faced by Aboriginal and Torres Strait Islander peoples in Australia and how they have impacted today's society.

Stage 3 also looked at the theme of Multiculturalism and how it has developed Australia as a nation over time. They looked at the impact immigration was having on the growth of our country, especially in terms of the economy and social issues.

*The Little Refugee* was a book study that Stage 3 completed in 2018. It tells Anh Do's story of his amazing journey of how his family and their friends fled Vietnam to begin a better life in Australia. Students explored themes such as hope, resilience, compassion and fear, as well as migration, the Vietnam War and racial and ethnic difference throughout the unit.

During 2018, Stage 1 integrated Multiculturalism into their curriculum through the teaching of Geography. Over the course of a semester, students examined the connections people have with places, including cultural connections. They explored traditions around the world and more specifically China and South Africa to develop an appreciation of another country's culture and the people that are connected to it. Students also noted their own experiences with other cultures and the benefits of cultural diversity. They investigated how the purpose, distance and accessibility of travel effects the frequency with which people visit places, and therefore how people of different cultures maintain connections with places they are unable to visit.

Early Stage One completed a unit on *Personal and Family Histories*. The unit provided students with the opportunity to learn about their own history and that of their families. This included stories from a range of cultures and other parts of the world. Students built knowledge and understanding of how the past is different from the present.

Students recognised the importance of family events and the ways in which these are celebrated. They described personal and family events that have significance within their culture and cultures. Students honoured the diversity within these celebrations and family backgrounds.