

Yagoona Public School

Annual Report



2018



3869

Introduction

The Annual Report for **2018** is provided to the community of **Yagoona Public School** as an account of the school's operations and achievements throughout the year.

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

Meaghan Wilson

Principal

School contact details

Yagoona Public School

425 Hume Hwy

Yagoona, 2199

www.yagoona-p.schools.nsw.edu.au

yagoona-p.school@det.nsw.edu.au

9790 3562

School background

School vision statement

At Yagoona Public School we inspire future focused learning through quality teaching, learning and leadership.

We value and enhance positive relationships within our school community to promote engagement, inclusivity and wellbeing.

"Embracing potential to empower learning"

School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. We provide equal opportunity for all students in academic, cultural, sporting and enrichment. Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We examine our school plan to determine the elements of the School Excellence Framework that we need to develop and embed to ensure student and staff growth. Staff reflected on the progress being made across the school based on the expectations identified within the Framework. These provide an important overview to ensure our improvement efforts and measures align with these high level expectations.

In the domain of **Learning**, our efforts have focused on wellbeing and curriculum. The school developed a greater understanding and ability to identify the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Our school has continued their Positive Behaviour for Learning journey to improve the consistency and understanding of appropriate behaviours expected whilst using data to drive key decision-making. Strong links to community continue through our active Community Hub, P & C, parent forums and improved communication strategies to enhance students' and parents' ability to keep informed about student learning expectations and opportunities. Staff revised and continued to embed Seven Steps for Successful Writing by attending professional learning conference, online support and working within collaborative teams planning, designing matrix's and assessments to ensure students writing continued to grow. Students and staff were introduced to Minds Wide Open. Identifying students learning dispositions and how we can foster and nurture students to be more resilient and adaptable learners. This is an area for further development in 2019.

Our focus within the domain of **Teaching** has been on effective classroom practice and ensuring our professional learning aligns to the Australian Institute for Teaching and School Leadership [AITSL]. Teachers have been provided with time to familiarise, plan and revise using the new NSW Literacy and Numeracy Learning Progressions as a supplementary school. The progressions were embedded into collaborative teaching and learning programs. As a result all of our students K–6 including support classes have had data gathered and entered on PLAN2 software for 7 identified aspects. Throughout K–2 teaching staff continued to learn, maintain and embed explicit teaching methods through the effective implementation of Language, Literacy Learning –L3. All staff incorporated a five weekly planning and review cycle. Our AP–Literacy and Numeracy worked with each stage as a mentor, team teacher and as a leader to increase teachers' ability to meet students point of need by appropriate curriculum differentiation and task design. Staff and the AP– Literacy and Numeracy worked together to analyse data and identify focus groups to target specific intervention strategies to enhance and increase student growth.

In the domain of **Leading**, leadership development is central to building school capacity. All teachers are seen as leaders and there are a range of formal and informal leadership positions and opportunities across the school. Having a large teaching staff allowed for beginning teachers to be mentored by experienced staff whilst completing their first year of teaching. Staff were supported by others to take on new roles and responsibilities throughout the year across a range

of academic, social, creative arts and sporting areas. Our school has continued to enhance our communication with our community through the use of technology and systematic opportunities for community feedback. This year we increased our use of Facebook as a whole school home page and introduced invite only stage-closed groups. We trialled feedback and surveys via the same medium with greater community involvement.

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

Quality Teaching and Learning

Purpose

To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.

Overall summary of progress

In 2018 we continued our ongoing focus on our student's English and Mathematics skills particularly; literacy and numeracy acquisitions. To ensure we provided our students and staff with professional learning on current best teaching practices. Staff K-2 were trained in Literacy, Language Learning L3 in Early Stage 1 and Stage 1. Professional Learning sessions were allocated for all staff to become familiar with PLAN2 software and the NSW Literacy and Numeracy Progressions. As an opt in school funds were budgeted to allow staff time to unpack the progressions and time given to enter student data onto the software. As a result we have data entered for all students within 7 domains.

Our Stage 2 students and their Teachers implemented Captain Dispositions. A program designed to encourage students to develop a "growth mindset" when completing academic and social tasks. Students within these classes enjoyed becoming a more resilient learner and as such the program will be embraced school wide.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Increased school wide improvement in individual student growth in literacy and numeracy data as displayed in the progressions. | RAM funds to have an AP-Literacy and Numeracy off class in 2018. [\$130,000] PL courses attended by both AP-Literacy and Numeracy and targeted staff [PDP aligned \$18,000] Funds to have staff off class to enter first student data entry onto PLAN2 software. [\$30,000 –casuals and PL for PLAN2] Mathematics and Reading Eggs [\$10,000] L3 training Early Stage 1 and Stage 1.[\$30,000] | School has data entered K-6 plus support classes within the 7 identified aspects of the Literacy and Numeracy Progressions [outlined in the Supplementary Schools notifications] within PLAN2 software. This data was analysed every 5 weeks and intense focus groups established within each class. A further 7 Teachers in Stage 1 commenced their L3 training and 2 Teachers in Early Stage 1 began their L3 training. |
| All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking. | Assistant Principal –Literacy and Numeracy has been budgeted to be off class to assist staff with the implementation of the NSW Numeracy Progressions. [\$130,000] | This role was extended to modify the current numeracy scope and sequences K-6. During the year the AP-L&N worked with each stage to develop a scope and sequence, team taught with staff where necessary and together with grades designed and implemented Smart notebook activities aligned to the NSW Mathematics syllabus. During 2019 the staff will continue to use these to form part of their daily Mathematics lessons. Utilising the knowledge of our AP L& N staff have been able to collaborate and design differentiate tasks to specifically meet the needs of students working above, at and below stage expectations. Lesson activities and assessment activities have been designed and a marking rubric to ensure |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking. | | consistency across the stage has been developed. |
| Students will demonstrate the use of Critical, Creative, Communicative and Collaborative (4C's) thinking strategies throughout their learning. | Funds made available for the purchase of Captain Disposition's posters.[\$6,000– posters and PL] | Stage 2 implemented and embedded into their teaching programs Captain Dispositions 7 Superpowers [ways of learning] |

Next Steps

In 2019 we will continue to support the development of our students English and Mathematic skills. Staff will implement "Sound Waves" program to develop phonics, phonemic awareness and phonological knowledge which will assist when decoding unfamiliar words when reading and sounding out words when writing. Sound waves will be used in conjunction with L3 strategies and Reciprocal reading K–6. We will continue to streamline our scope and sequences and make adjustments where necessary. Staff will continue to value the importance of gathering student data every 5 weeks using the NSW Literacy and Numeracy Progressions and PLAN2 software. Teachers will be collecting student data, analysing and creating focus groups every 5 weeks. Time will be allocated during our Tuesday afternoon staff professional learning sessions to ensure we continue to monitor each students progress and tailor learning activities accordingly.

In 2019 staff at Yagoona Public School begin a 3 year Visible Learning journey joining with Bankstown North Public School. This project will build upon our commitment to ensure our students understand the importance of each learning activity designed by their Teachers. We want to develop learning environments that promote students and staff developing a "growth mindset".

To assist staff with their programming requirements we have budgeted for Teachers to have access to MAPPEN and Inquisitive online resources. These online websites will assist Teachers with the preparation of planning open-ended, project –based learning activities whilst ensuring they are NSW syllabus aligned. This resource reinforces our strategic direction commitment to creating future focused learning opportunities and environments whereby students are able to use learning dispositions to complete tasks individually, in pairs and small groups.

As part of the New South Wales Education Standards Authority [NESA] inspections schools are required to identify K–6 scope and sequences for the school. With the introduction of many new syllabi's over the past few years staff at Yagoona Public School will continue to build on current scope and sequences and to make necessary adjustments to align to the new syllabi's.

Strategic Direction 2

Raising Professional Capacity

Purpose

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

Overall summary of progress

During 2018 Teaching staff and Support Learning School Officers attended many professional learning opportunities to extend and enhance their knowledge across a range of domains both socially and academically to raise their capabilities. During 2018 staff attended professional learning in the following: CPR, Anaphylaxis and Child Protection which are mandatory within the DoE. Staff also attended: Seven Steps for Successful Writing, Beginning Teacher opportunities, NSW Literacy and Numeracy Progression updates, Language Literacy and Learning L3 [K–2]. Our EALD team attended workshops on to best accommodate the needs of refugee students as well as networking afternoons to share knowledge and local expertise.

Beginning and Early Career Teachers [ECT] were given access to a Yagoona Public School mentor who was able to assist with programming, student wellbeing needs as well as supporting them through the NESA accreditation process. Staff recognition was celebrated termly with our Week 10 "sharing the success" sessions on Tuesday afternoon. This is an opportunity for all staff to share with colleagues a success during that term. Staff share personal and student success.

During 2018 staff were allocated time to implement NSW Literacy and Numeracy progressions in their classroom. To successfully complete and value the effort Teachers were making through the implementation phase time was given for staff to work "off class" together as a grade through the progression indicators and to enter student data accordingly. This allowed the school to have K–6 student data entered across 7 elements within the NSW Literacy and Numeracy Progressions. This was a remarkable achievement and we were one of the only supplementary schools in NSW to complete this.

To ensure all staff continue to meet their NSW Education Standards Authority [NESA] requirements whether it be accreditation, maintenance and logging of professional learning hours, we have streamlined our Performance and Development Plans [PDP] Each staff member teaching and non-teaching was issued a folder to collate PDP goals, evidence to support goals and the AITSL standards to reflect upon. In 2018 the Executive worked together to implement a classroom program reflection schedule and a rubric aligned to the standards to ensure all teachers class programs were aligned to AITSL requirements. Personal and stage goals were discussed throughout the year during stage meetings.

With new staff joining the Yagoona Public School team brings with it new ideas. In 2018 a new Executive member introduced the school to Professional Learning Communities [PLCs] The school created 5 PLC's; Reading, Writing, Numeracy, Wellbeing and 4C's, which align to our 2018–2020 School Plan and school vision. Our PLC's are actively engaged and supported by all staff within the school. Each member has an assigned role and this ensures all participants remain focused and the information is shared amongst stages and teams.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| All staff will participate in authentic Performance and Development Plan [PDP] goal setting processes to support learning and growth. | SLSO PDP folders purchased. New Teaching Staff folders purchased. [\$300] | SLSO and Teaching staff completed PDP in Term 1 and continued to self review, mid review and annual review. Folder of documentation etc as evidence PDP goals were openly discussed at stage meetings, some had individual and team goals etc. |
| Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community. | Profession Learning Communities [PLC's] group folders purchased. [\$100] Reading box materials purchased to support decodable readers in K–2. [| In Term 2 staff received professional learning around Professional Learning Communities and were upskilled in the evidence based research around this. At the beginning of Term 3, staff nominated a preferred PLC group to be a member of. Mid to end |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community. | \$15, 000] Professional Learning allocation [\$43,000] L3, NSW Literacy and Numeracy Progressions and Literacy in the Early Years PL. | Term 3, PLC groups met fortnightly and began to implement plan of action. Term 4, PLC groups met every 3 weeks. The last PLC meeting was to establish PLC directions for 2019. PLC groups ended 2018 with each PLC group sharing their success and presenting their progress thus far. |
| All staff receive professional collegial feedback on their performance and specific professional learning aligned to higher AITSL standards. | In-school timetabling allows for staff to utilise Release from Face to Face [RFF] Teaching and the use of support Teachers to create timetables for team-teaching, classroom observations to occur. | Term 3 had our annual classroom program check. Term 4 worked on a uniformed teacher observation feedback sheet. In 2019 will require another revise. |

Next Steps

During Semester 1, 2019 the Executive will discuss the scheduling of classroom program assessments and time allocation for peer observations. Together with staff we will look over our programming requirements, observation proformas to ensure we meet AITSL and NESA requirements. The finance team will allocate funds so that Teachers can be released off class to observe their peers and hold collegial discussions afterwards.

As part of our ongoing learning journey, in 2019 each staff member will have a PDP goal that reflects our Visible Learning Journey and supports our 2018–2022 School Plan. Staff will continue to complete mid-reviews and ensure all professional learning aligns to their 2019 established PDP goals.

To support the ongoing success of our Professional Learning Communities PLC's, we have allocated time for each PLC to present to the whole school their 2019 directions and mapped milestones.

Strategic Direction 3

Positive Relationships and Wellbeing

Purpose

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

Overall summary of progress

During 2018, our staff established a Wellbeing Professional Learning Community (PLC) to work collaboratively with the school's Positive Behaviour for Learning (PB4L) team. This group has been successful in identifying gaps in our school wellbeing framework and policies and has established clear direction for where to next in 2019. The PLC team met with a Teacher Quality advisor from School Services in Term 3 and developed a plan for implementation in 2018/19.

The PLC team gathered student data to measure student emotions and the effect it has on learning. Findings showed a correlation between heightened emotion and low performance. Research as a PLC was conducted to identify strategies to recognise and regulate student emotion. The impact these strategies have had on these student's ability to reach their potential outcomes has proven high. Individual strategies were trialled by team members in their own classrooms with success and in 2019, all staff will be implementing proven strategies to support students regulate their emotions to assist optimal learning.

During 2018, we allocated funds to allow a member of the Wellbeing PLC and PB4L team to analyse behavioural data each week. This allowed identification of pattern behaviours, monitoring of student support and adjustments to Behaviour Management Plans. We used this time to evaluate current playground expectations and staff supervision/support, and made adjustments as necessary.

Staff and parent interactions are steadily increasing with the growing use of Facebook as a tool for communication and engagement. Utilising Facebook, the new school website and School Enews for communication we have had an increased number of students and parents engaging in school events and learning opportunities. Feedback from parents and community members has been positive and Facebook statistical data has shown an increasing volume of parents engaging in communication with the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Yagoona Public School's Wellbeing policies and procedures reflect DEC Wellbeing framework elements and support students at all stages of development. | PLC folders purchased [\$100] Staff released [5 x \$500] | Wellbeing PLC evaluated current wellbeing framework elements and policies and identified areas for improvement. The PLC team implemented an 'Emotions and Learning' project to support the emotional needs of students in the classroom to maximise learning opportunities. |
| Increased student self esteem and positive attitudes towards school and learning using data from Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys. | Surveys – Tell Them From Me, Pupil Attitudes to Self and School, Survey Monkey. | The Wellbeing PLC developed surveys to administer to measure the self-esteem and attitudes of our students towards their school and learning. |
| Increased staff and parent interactions using school communication methods such as; reporting, parent/teacher interviews and online communication tools to build a culture of transparency and effective communication. | SchoolInterviews.com subscription purchased Facebook and website support purchased | School Facebook page is being used by a growing number of staff to communicate student learning to parents. There was an increased number of parents using SchoolInterviews.com to engage in discussion with class teachers. |

Next Steps

The Wellbeing Professional Learning Community (PLC) and the Positive Behaviour for Learning (PB4L) teams will continue to implement the Emotions and Learning project. In 2019, the teams will provide Professional Learning for all staff to implement clearly defined strategies for regulating the Emotional needs of our students. This will support teacher to create an environment that maximises student learning and engagement.

The Wellbeing PLC will continue to explore strategies for regulating student behaviour and work on improving teaching and learning strategies to teach students the skills to self-regulate. Further surveys including Tell Them From Me (TTFM) and Pupil Attitudes to Self and School (PASS), will be conducted in Term 3 2019, to measure the impact of strategies implemented. Members of the Wellbeing PLC and Positive Behaviour for learning team will offer professional learning, coaching and demonstration lessons to colleagues to ensure all students have access to successful strategies.

Funds will be allocated to release a member of the Wellbeing PLC and PB4L team to analyse behavioural data each week and to adjust playground support and supervision accordingly. Strategies will be developed and implemented to support our most vulnerable students to be successful in the classroom and playground.

Yagoona PS will continue to work to increase the number of staff using Facebook and other media/apps to communicate with parents. More content will be pushed out to families using the stage/grade closed pages. This will ensure parents are easily getting the relevant content regarding their child's learning and engagement with school. In 2019, Yagoona PS will look at the introduction of an SMS service to enable fast and effective communication with parents in the case of important events, student absences or sudden changes to routine. This form of communication will accompany the continued use of School Enews to strengthen school and community partnerships.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| English language proficiency | <p>School Learning Support Officer/SLSO employment. [RAM funds of \$50,00 to employ SLSO support in classes for students requiring EAL/D assistance]</p> <p>EAL/D funds [\$43,517.00 employment of additional Teacher to supplement allocation]</p> | <ul style="list-style-type: none"> • Students achieving goals established in their Personal Learning and Support Plans [PL& SP] • Increase student attainment according to the National Literacy and Numeracy Learning Progressions , NSW syllabus outcomes and EALD scales. |
| Low level adjustment for disability | <p>Employment of 3 School Learning and Support Officers/SLSO to assist with classroom programs. [\$73,051.00]</p> | <ul style="list-style-type: none"> • Student access and engagement in class routines and class activities. • Increase in students ability to participate in a range of class and school base opportunities. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 269 | 287 | 291 | 304 |
| Girls | 244 | 243 | 251 | 256 |

In 2018 Yagoona Public School had approximately 560 students. Over the last few years the enrolment numbers at the school have been stable. 96% of the school's student population are from non-English speaking backgrounds [NESB]

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 92.9 | 93 | 92.2 | 91.9 |
| 1 | 93.5 | 93.9 | 92.7 | 89.7 |
| 2 | 94.3 | 92.4 | 93 | 92.1 |
| 3 | 94.6 | 93.3 | 93.2 | 93.6 |
| 4 | 94.1 | 93.2 | 94.8 | 93 |
| 5 | 93.8 | 93.9 | 93.6 | 95.2 |
| 6 | 92.6 | 92.9 | 94.8 | 94.5 |
| All Years | 93.7 | 93.2 | 93.4 | 92.8 |
| 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

Most students at Yagoona Public School attend on a very regular basis. There are a number of reasons why students cannot attend school and the school manages each case individually. All students who have attendance concerns will be managed by the Learning and Support team[LaST], Executive team and Home School Liaison Officer [HSLO] on a case by case basis. The school provides support for students having

difficulty in coming to school and regularly monitors the attendance of all students.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 24.29 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.4 |
| Teacher Librarian | 1 |
| Teacher ESL | 3.4 |
| School Administration and Support Staff | 9.06 |
| Other Positions | 2.4 |

*Full Time Equivalent

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

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

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 0 |

Professional learning and teacher accreditation

Professional learning this year involved a number of mandatory sessions based on WHS, child protection, Anaphylaxis, CPR, and emergency care. There was professional learning around the implementation and embedding of the NSW Numeracy and Literacy Progressions organised by our AP-Literacy and Numeracy which provided individual learning for

students within their class environment. All K–2 teachers undertook L3 Stage 1 or Kindergarten training (Literacy, Language and Learning) and/or ongoing professional learning [OPL]. All staff attended a Saturday professional learning session –Seven Steps for Successful Writing to revise our previous professional learning sessions and to up skill new members of staff. We worked on understanding data and knowing exactly where our students were at and what strategies we needed to employ to increase their results. There was a focus on future focused learning strategies and the whole school worked on implementing STEM units through team-teaching with our Librarian . School teams were given time to reflect on practices and assessments, as well as time to collaboratively program.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 514,343 |
| Revenue | 6,534,826 |
| Appropriation | 6,314,516 |
| Sale of Goods and Services | 34,322 |
| Grants and Contributions | 182,283 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,706 |
| Expenses | -6,099,187 |
| Recurrent Expenses | -6,099,187 |
| Employee Related | -5,486,863 |
| Operating Expenses | -612,324 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 435,639 |
| Balance Carried Forward | 949,982 |

In 2018 Yagoona Public School began its NSW Infrastructure program which consists of building sixteen new flexible classrooms as well as a new administration office. In preparation for the new buildings the finance committee used funds to resurface the existing asphalt areas during the January 2018 holidays to provide soft fall areas during the

building project.

2019 funds have been set aside for air conditioners, painting and technology equipment for the new rooms which are due for completion in December 2019.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 3,757,633 |
| Base Per Capita | 109,961 |
| Base Location | 0 |
| Other Base | 3,647,672 |
| Equity Total | 925,972 |
| Equity Aboriginal | 1,302 |
| Equity Socio economic | 308,358 |
| Equity Language | 397,501 |
| Equity Disability | 218,810 |
| Targeted Total | 944,699 |
| Other Total | 478,862 |
| Grand Total | 6,107,166 |

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.

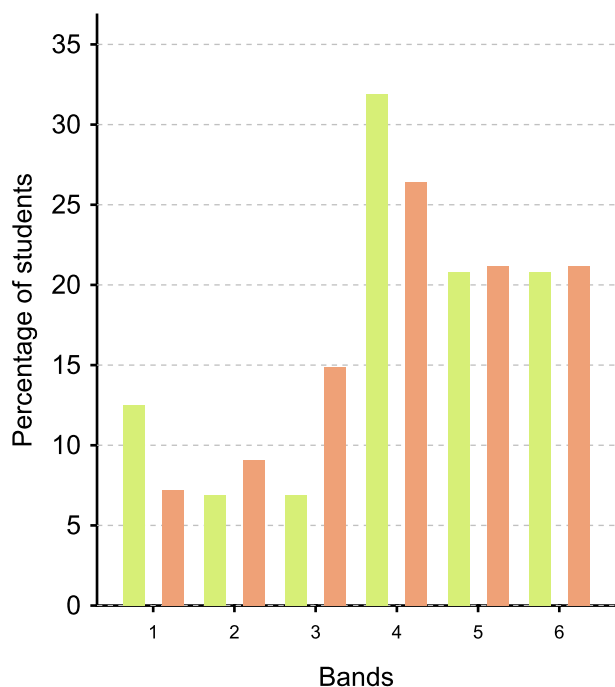
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

The school has invested in improving reading practices K–6 and NAPLAN results are beginning to show an increase in the number of students at proficient standard (in the top two bands). Spelling continues to be a strength area with over 55% of students achieving in the top two bands in Years 3 and Year 5. Writing continues to be an area of focus K–6 to improve students' progress and with the implementation of Seven Steps for Successful Writing we continue to see progress within this area.

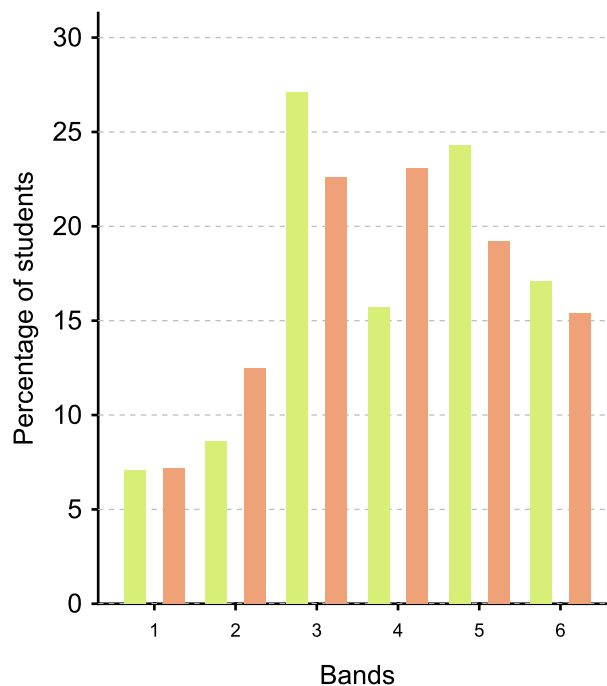
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|-----|------|------|------|------|
| Percentage of students | 12.5 | 6.9 | 6.9 | 31.9 | 20.8 | 20.8 |
| School avg 2016-2018 | 7.2 | 9.1 | 14.9 | 26.4 | 21.2 | 21.2 |

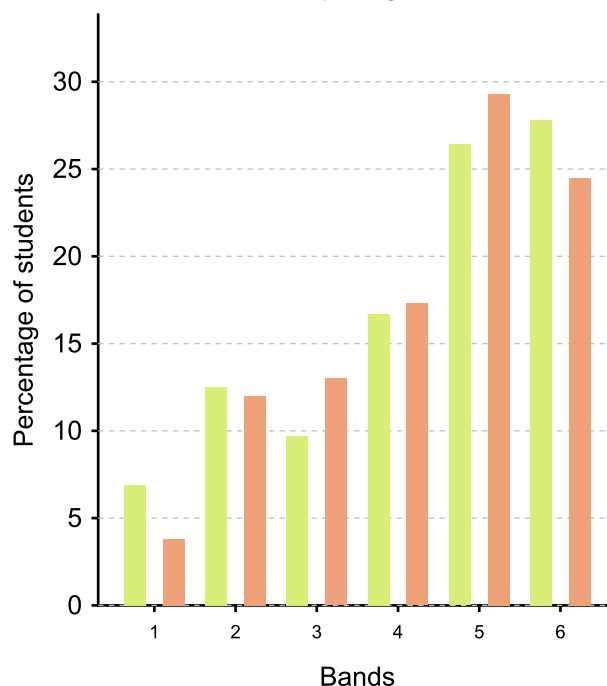
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 7.1 | 8.6 | 27.1 | 15.7 | 24.3 | 17.1 |
| School avg 2016-2018 | 7.2 | 12.5 | 22.6 | 23.1 | 19.2 | 15.4 |

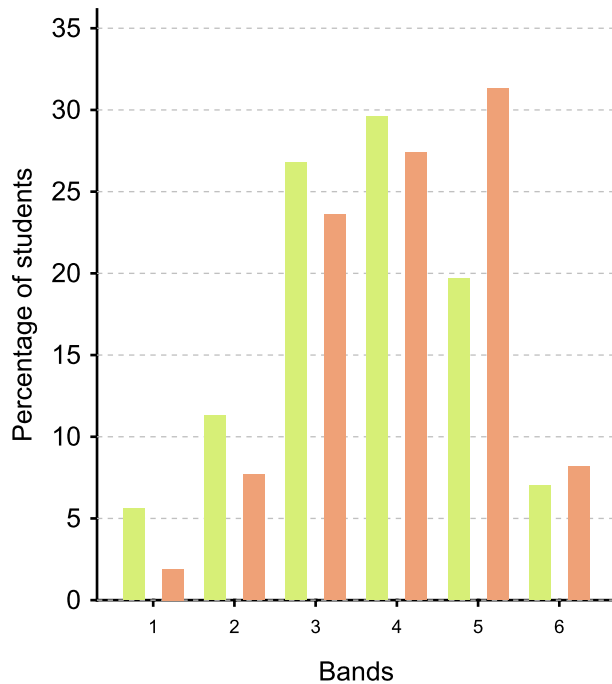
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|-----|------|------|------|
| Percentage of students | 6.9 | 12.5 | 9.7 | 16.7 | 26.4 | 27.8 |
| School avg 2016-2018 | 3.8 | 12 | 13 | 17.3 | 29.3 | 24.5 |

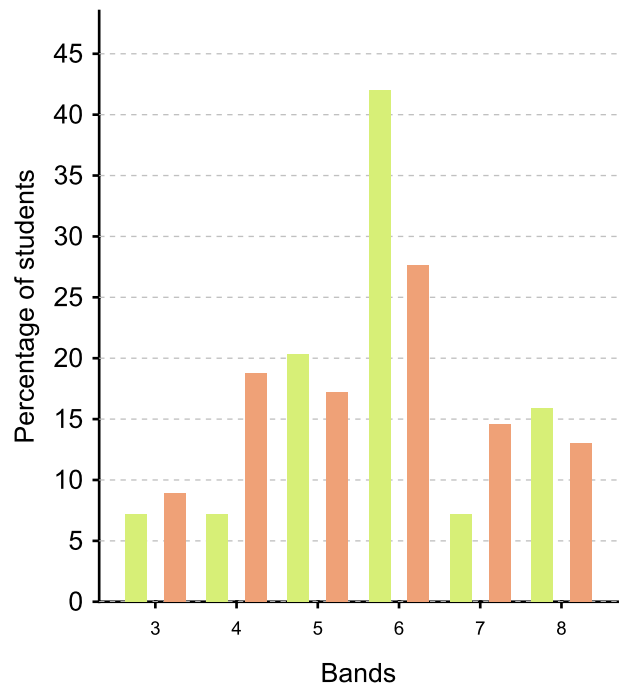
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.6 | 11.3 | 26.8 | 29.6 | 19.7 | 7.0 |
| School avg 2016-2018 | 1.9 | 7.7 | 23.6 | 27.4 | 31.3 | 8.2 |

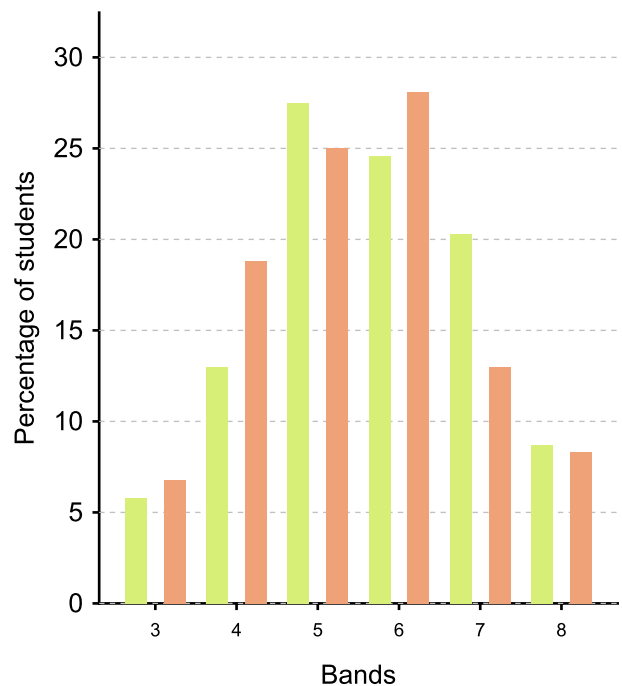
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 7.2 | 7.2 | 20.3 | 42.0 | 7.2 | 15.9 |
| School avg 2016-2018 | 8.9 | 18.8 | 17.2 | 27.6 | 14.6 | 13 |

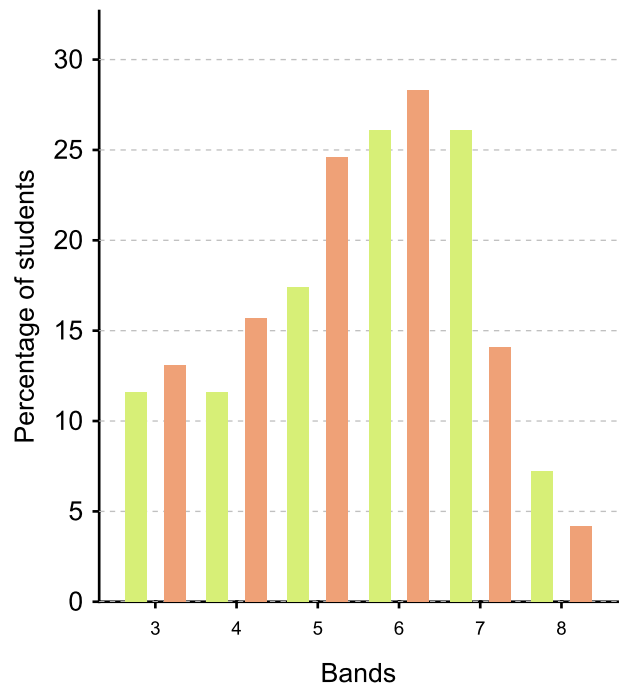
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.8 | 13.0 | 27.5 | 24.6 | 20.3 | 8.7 |
| School avg 2016-2018 | 6.8 | 18.8 | 25 | 28.1 | 13 | 8.3 |

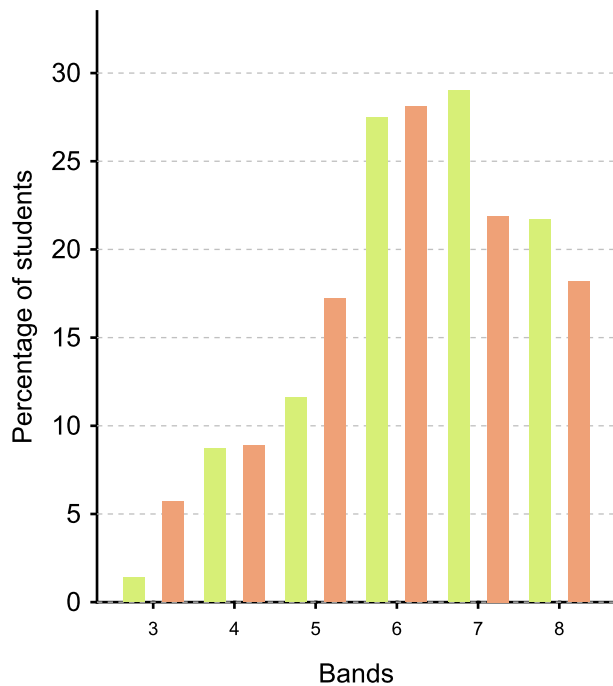
Percentage in bands:
Year 5 Writing



| |
|--------------------------|
| Percentage in Bands |
| School Average 2016-2018 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 11.6 | 11.6 | 17.4 | 26.1 | 26.1 | 7.2 |
| School avg 2016-2018 | 13.1 | 15.7 | 24.6 | 28.3 | 14.1 | 4.2 |

Percentage in bands:
Year 5 Spelling

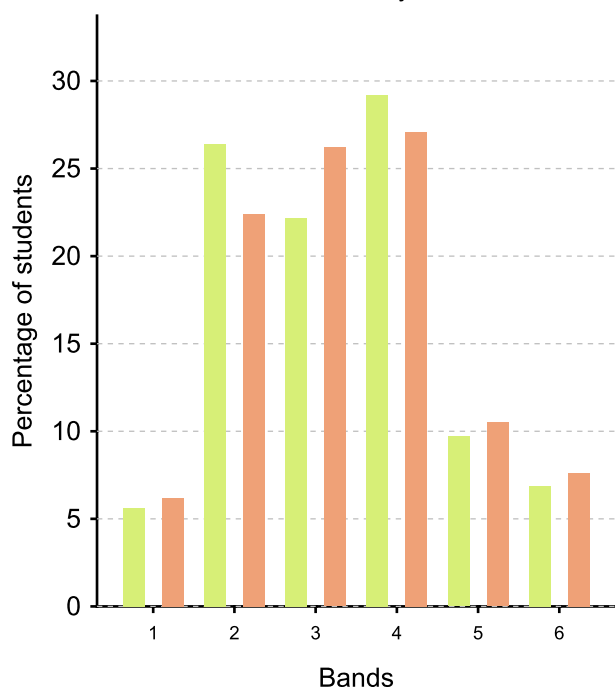


| |
|--------------------------|
| Percentage in Bands |
| School Average 2016-2018 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.4 | 8.7 | 11.6 | 27.5 | 29.0 | 21.7 |
| School avg 2016-2018 | 5.7 | 8.9 | 17.2 | 28.1 | 21.9 | 18.2 |

Numeracy has been identified as an area of need K–6 with the school investing in improving teacher practice in mathematics over the next three years as identified in our School Plan. This will have a positive impact on student growth and progress in Numeracy. Students are continuing to develop and achieve success in numeracy as demonstrated in the graphs. A school focus will be moving the learners within the middle bands beyond. In-class support and additional professional learning will assist with this school-identified focus.

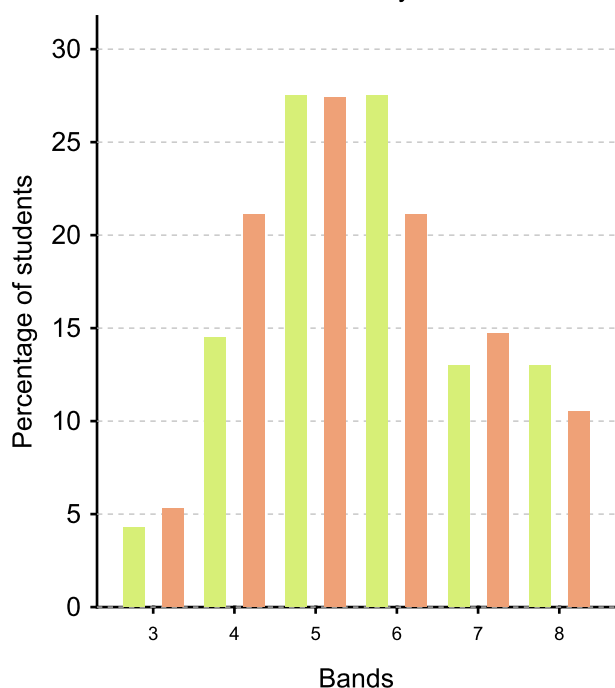
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.6 | 26.4 | 22.2 | 29.2 | 9.7 | 6.9 |
| School avg 2016-2018 | 6.2 | 22.4 | 26.2 | 27.1 | 10.5 | 7.6 |

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 4.3 | 14.5 | 27.5 | 27.5 | 13.0 | 13.0 |
| School avg 2016-2018 | 5.3 | 21.1 | 27.4 | 21.1 | 14.7 | 10.5 |

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.>

The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school, as specified in the Premier's Priority to improve education results. Yagoona Public Schools 2018 results are as follows:

- 16.67% of Year 3 students were in the top 2 bands for Numeracy.
- 26.09% of Year 5 students were in the top 2 bands for Numeracy
- 41.43% of Year 3 students were in the top 2 bands for Reading.
- 28.99% of Yer 5 students were in the top 2 bands for Reading.

Staff utilise data obtained from SCOUT reports, NSW Literacy and Numeracy Progressions, NSW Syllabus documents as well as school-based assessments to help drive teaching and learning programs implemented within the school.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Yagoona Public School decided to trial "Survey Monkey" based on the 'Tell Them From Me' questions. Our YPS Survey Monkey was then released to our parents via Facebook. This online survey system is easy to access and parents were able to complete and respond to questions via Facebook. A platform that most of our parents are comfortable using. Our students and staff completed the surveys via an emailed link. The information gathered helps schools capture the views of students, teachers and parents, and their engagement with the school.

Parent Satisfaction

Over 90% of our parents who responded felt their children enjoyed school, the parents felt welcomed into the school, were happy with the role the school played in the community and that the school provided a safe learning environment. 83–87% of our parents believed the school holds high expectations for students, the teachers and the teaching standard was fostering student growth, that the school offers a wide range of curricular and extra-curricular activities, that the environment promotes students to be creative learners, discipline is handle promptly and the communication between students and parents and parent and school is good.

Parents felt the following areas required further development: Parent/Teacher conferences require more than 5mins intervals, more community celebrations, communication to parents when child is receiving an award, introduce a dress option for girls into the uniform and parent/ student dance at Farewell. Parents believed the school excelled in the areas: sport education and opportunities, friendly staff, functions and events, communication options, student expectations within the classroom and playground and providing excursions and camps.

Staff Satisfaction

Staffing satisfaction consists of Teaching and School Administrative and Support Staff [SASS– Office & SLSO staff] 95% of responding staff felt that they were given opportunities to attend and supported to achieve professional growth. Staff enjoyed attending work and were committed and involved in their work. Over 98% felt that they were so involved in their work that the day went by too quickly leaving planned activities not completed. 89% of staff felt they were able to deal with difficult situations at school [this maybe student and student or student and parent or parent and teacher] Although the staff felt the school used funds wisely within this question the staff were able to identify additional resources that would enhance the teaching at Yagoona Public School. The following are the additional resources: more large whiteboards, reading books for primary, Mathematics resources new and to replenish broken and missing pieces, more technology, more time and to have an equal share of professional learning across the school.

Student Satisfaction

Over 94% of the students surveyed felt the school was a great, safe and happy place to learn. The teachers were approachable about academic and social issues. Students felt they had created good friendships and that the school responded quickly to any problems. Areas within the school they were happy with included the following; relationships with staff, treated fairly and consequences were equal, since surveillance cameras were installed students felt safer and knew that issues could be seen and addressed. Students would like to attend O'Neill Park for Friday sport if possible.

Policy requirements

Aboriginal education

Yagoona Public School received Aboriginal background funding as part of the Equity Loading in 2018. These funds were used to target students' learning by strengthening partnerships and genuine collaboration between school and our Aboriginal families.

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

school year.

Multicultural and anti-racism education

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

Multicultural perspectives are embedded in teaching and learning programs across all stages. With the implementation and embedding of the new History and Geography scope and sequences we endeavour to ensure students' perspectives are broadened and cultural diversity is embraced and fostered within our school.

To foster and develop connections with our families our Community Hub which is located onsite works with the school to create, organise and lead programs to assist students, families and staff to develop relationships, understanding about refugee and migrant families by offering classes and courses that support our students academic, social and emotional wellbeing.

The school has two teachers who are appointed as the Anti–Racism Contact Officers (ARCO's). These officers are trained, attend annual professional learning and are the first contact in dealing with any allegations of racism.

At Yagoona Public School we have:

- Classrooms and a school environment that promote intercultural understanding and respect for diversity
- Teachers that provide a differentiated curriculum to support students from diverse backgrounds
- English as an Additional Language or Dialect [EAL/D] student support provided across the school
- A whole school commitment to Supported Students, Successful Students and the Wellbeing Framework
- Initiatives which enhance communication with parents including interpreting services, translation services, bilingual staff and regular parent forums.