

# Yarrawarra Public School

## Annual Report



2018



4298

## Introduction

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

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

Mrs Sonia James

Principal

### School contact details

Yarrawarra Public School

Old Bush Rd

Engadine, 2233

[www.yarrawarra-p.schools.nsw.edu.au](http://www.yarrawarra-p.schools.nsw.edu.au)

[yarrawarra-p.school@det.nsw.edu.au](mailto:yarrawarra-p.school@det.nsw.edu.au)

9520 0792

### Message from the Principal

Today's schools **are** creating tomorrow's world.

Educators are tasked with the important job of shaping the future we want to live in. If the developments in technology continue to race ahead at the current pace who knows what kind of exciting world awaits our students.

One thing is **certain**, the adults of tomorrow will need strong skills in literacy and numeracy, problem solving and communication, analytical and critical thinking skills. If they are to be competitive in the workforce they will need to possess the skills that robots **can not**. They will need to demonstrate strong emotional intelligence traits such as interpersonal skills, empathy, motivation, self-awareness and self-regulation.

It is for this reason, at Yarrawarra Public School, our school vision is to create and maintain a future focussed, dynamic educational setting with high academic aspirations for all students.

We are on track with implementing projects for the first year of our 3 year school plan. This plan was developed in consultation with students, staff and parents. It outlines our commitment to improving in Learning, Teaching and Leadership.

In 2018 we have achieved much success in laying strong foundations in literacy and numeracy and moving forward with innovative learning approaches and student-centred learning environments.

Students and teachers have contributed to the design of our sensory garden space which is an inviting place for students to learn in and explore.

Our recently revised Student Wellbeing Plan outlines our integrated approach to student wellbeing which allows all students the opportunity to connect, succeed and thrive at our school. We have aimed to address the concept of resilience through the delivery of programs such as Rock and Water and anti-bullying education.

We have developed systems and processes to better capture and track student academic growth and designed methods for transferring student information from one year to the next to enable successful transitions.

This year we have had a strong focus on supporting our teachers to continually improve their practice with a team teaching mentoring role established through use of Quality Teaching Successful Students funding. Next year this funding will be used to promote Science Technology Engineering and Maths, or STEM education.

Our curriculum focus in 2018 has been on improving teaching, learning and analysis in writing. This year we have implemented an evidence-based Learning Sprints model, in which cohorts of students are given targeted intervention.

Teachers met regularly in teams to engage in Data Dialogue which enabled them to identify highly specific learning outcomes in writing and collaborate to target intervention strategies, which are delivered in a 4 week sprint. It is envisaged that this effective model will be transferred to other identified curriculum areas in the future.

We have provided opportunities for our community to have a say in school matters in an effort to improve our service delivery.

The Tell Them From Me Survey results indicate that the majority of students surveyed have positive relationships at school, value schooling outcomes and have a positive sense of belonging.

Teacher survey results show a school which values collaboration and inclusivity, with a strong learning culture established.

Parent survey results highlight that parents feel welcome at school and they believe our school to be a safe place that supports positive behaviour.

All results from this valuable survey rank high above state school averages.

We continue to nurture the development of the whole child with a myriad of extra-curricular opportunities offered in the arts, sports and sciences. We are building strong leaders through our various leadership and sustainability programs. At every opportunity students are encouraged to act responsibly, strive for excellence, accept everyone, be cooperative and show honesty.

We are so proud of each and every one of our students for the role they play in making our school such a wonderful place. We encourage our students to explore possibilities, challenge themselves and embrace learning.

The staff at our school, are true experts at their craft. They are a committed, caring and cohesive team of educators who always put students first.

Our many achievements in 2018 are testament to a school that is continuing to go from strength to strength.

It has given me great pleasure to lead Yarrawarrah Public School. I value the connections I have made with all the school community and hope I have helped to make a positive difference for our students. One legacy I hope to leave with you all is to remember that learning is a lifelong journey, we must continue to challenge the status quo and that the world would be a better place if we all actively Choose Kind.

## School background

### School vision statement

To create and maintain a future focussed, dynamic educational setting with high academic aspirations where all contributions are valued in an environment where we learn, play and grow in partnership with our community.

### School context

Yarrawarrah Public School is a progressive school with the friendly atmosphere of a country school. The student population of approximately 300, work and play together as a cohesive K – 6 unit. The core values: Responsibility, Excellence, Acceptance, Cooperation and Honesty (REACH) underpin all that we do and are embedded into our three school rules: Look after yourself, Look after each other and Look after our school. We make good use of our unique bush land setting to provide opportunities for students to engage in environmental and sustainability initiatives such as our veggie patch, chook run, native gardens and waste reduction programs. Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for all students at our school. Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, Yarrawarrah Public School rates itself as Sustaining and Growing. There is a strong learning culture with high expectations for student learning. A comprehensive whole school approach to wellbeing is embedded in practice which supports individual learning needs and promotes positive behaviour. The school uses evidence-based teaching practices to develop curriculum knowledge, understanding and skills. Teachers differentiate curriculum delivery to meet the needs of individual students. Teachers use formative and summative assessment data to capture information about student learning. Parents are presented with clear information on student learning and parents are given opportunity to provide feedback on student progress reports.

In the domain of Teaching, Yarrawarrah Public School rates itself as Sustaining and Growing. There is strong collaboration in stage teams to share curriculum knowledge, data, feedback and student progress and achievement. Teachers employ explicit teaching techniques and effectively manage classroom environments to ensure optimum learning. The school is developing processes for data analysis and use in teaching. All teachers use professional standards to guide development and continual improvement. Formal mentoring and instructional leadership as well as lesson observation processes assist to improve teaching.

In the domain of Leading, Yarrawarrah Public School rates itself as Sustaining and Growing. Professional learning in the school emphasises developing effective instructional leadership. The school plan aligns to student and system priorities and is responsive to feedback from all stakeholders. The leadership team engages in a process of planning, implementation, monitoring and self-assessment to achieve high quality service delivery.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

**LEARNING** – A strong focus on learning, the building of educational aspirations and insights for ongoing improvement.

### Purpose

To nurture and engage all students to become confident, creative and motivated individuals. To provide student-centred, innovative learning environments where every student's progress is monitored to ensure a year (or more) growth for a year's learning.

### Overall summary of progress

Yarrawarrah now has a Sensory Garden that is enjoyed and used by students K – 6. This was a year-long project that initially, was challenging to get started. However, once draft plans were constructed and decided upon, the process became smoother, all stakeholders were involved and had ownership of decision-making. The assistance provided by our General Assistant has been huge. The space is now visually appealing, it is a pleasant area for the students to play and learn within and the students enjoy experiencing stimulation of their senses within the garden. It is a space we are proud of.

This year we have reviewed, updated and implemented the Student Wellbeing Plan. Within that process, we refined procedures for incident classification (major, medium or minor incident) and we began to use SENTRAL as a record-keeping database where all staff enter and are notified of behaviour incidents. The policy is a working document that can be adjusted where and when necessary. All stakeholders have been involved in this process.

Initially, an Excel spreadsheet was constructed as our TABS tool. However, as we subscribe to SENTRAL, we investigated SENTRAL's capabilities and determined that it will meet our data tracking needs. A Student Tracking Folder was developed for all students. Staff jointly determined what information needed to be contained within this folder to aid smooth handover between teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Observations and reflection show increased use of flexible learning spaces and innovative teaching practices.	\$12 000	A successful, innovative sensory garden has been created and is in use. This is a flexible learning space catering to all students.
Wellbeing Assessment Tool and TTFM surveys show increased levels of students who are connected, thriving and succeeding.	Wellbeing Assessment Tool TTFM survey	<p>In the TTFM survey, the school scored well above the NSW Government Norm in all social-emotional outcomes including; positive relationships, positive behaviour, and interest, motivation and effort in learning.</p> <p>The school also scored above the NSW Government Norm in all drivers of student outcomes including; effective learning time, relevance of content, positive teacher-student relationships, a positive learning climate, and high expectations for success.</p> <p>Students continue to engage in personal development through weekly CARE groups and comprehensive Personal Development and Health content.</p>
Increased proportion of students in the top two bands in NAPLAN and overall data showing increased growth using internal and external measures.	NAPLAN data – SCOUT	<p>Students are achieving greater than or equal to expected growth in three of the five areas assessed.</p> <p>69% of Year 3 students achieved results in the top two bands.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two bands in NAPLAN and overall data showing increased growth using internal and external measures.		40% of Year 5 students achieved results in the top two bands.

## Next Steps

The school will hold an official opening of the amazing sensory garden. The school community will repeat this process in the next 2 years and begin to develop an outdoor learning platform.

The School Wellbeing Plan is a working document that will continue to be adjusted when and when necessary in consultation with the school community and policy guidelines.

Staff will continue to monitor and track student's growth using various formative and summative assessment strategies and tools including SENTRAL, ensuring consistent teacher judgement.

Staff will review and fine tune reporting procedures in regards to consistent teacher judgement in academic grades and effort.



## Strategic Direction 2

TEACHING – A commitment to effective, explicit teaching methods prioritising evidence based teaching strategies.

### Purpose

To provide a supportive environment that facilitates professional dialogue; collaboration; reflective practice and data analysis to inform teaching and learning. To ensure the school has high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.

### Overall summary of progress

The role of Instructional Leader has transformed as the year as progressed to met the needs of the teachers and students. It was identified that a New Scheme Teacher would benefit from additional support from the IL and timetabling was adjusted where necessary. Learning Sprints were introduced to staff and became a focal point for teachers and the Instructional Leader to develop sprints collaboratively, specifically focusing on writing. Stage 2 and the Instructional Leader worked closely together to develop and implement programs that specifically focus on explicitly teaching reading comprehension strategies using stage appropriate texts and also developing an effective, explicit writing process adapted to each type of text. An end-of-year survey was conducted. Staff agreed that STEM will be a focus for 2019 to up-skill staff on new content and improve teaching capabilities.

The process of the Data Dialogue was initially difficult, however once we had work samples, the task of comparing and analysing became much easier and powerful. Stage teams, through their discussions, identified the strength and weaknesses of students at different levels. Staff could then professionally collaborate about teaching practices to improve student outcomes. The data dialogue process resulted in strong and consistent teacher judgement within stages.

Staff worked on updating the mathematics scope and sequence. This was facilitated by staff collaboration and consultation using relevant documents including K – 6 Mathematics syllabus and the Numeracy Framework. This scope and sequence is a working document that can be updated when and where necessary. Scheduling of all support programs was constantly reviewed throughout the year to ensure that literacy and numeracy interventions were aimed at targeted student groups.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Lesson observations show improved use of evidence based effective teaching strategies and enhanced understanding of the Australian Professional Standards for Teachers.	\$5000	Lesson observations demonstrate effective teaching strategies, the understanding of evidence –based practice and the knowledge of the Australian Standards and the seven themes in What Works Best. A structured template for lesson observations has been developed to ensure specific standards and themes are addressed. The collaborative, collegial discussion around these observations is valuable and reflects a teacher's proficiency in using language of the Australian Teaching Standards.
Clearly defined systems and schedules continuously embedded in practice for data collection, analysis and use.	SENTRAL Modules	Staff discussed and developed an assessment schedule for the year to track student growth throughout the year. SENTRAL and student tracking sheets are tools that are used to communicate information and help to track data on all students. Each stage group has assessment schedules specific to the stage and discussed regularly in stage teams.
Teaching programs increasingly responsive to student data analysis and show evidence of targeted differentiated teaching to drive school wide improvement.		Teachers use various formative and summative assessment across the school. This data is regularly collected and analysed in stage teams and across the school for future planning and setting learning goals. This can happen during

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs increasingly responsive to student data analysis and show evidence of targeted differentiated teaching to drive school wide improvement.		weekly PL sessions, stage RFF, data dialogues. strategic direction meetings and administration meetings.

## Next Steps

Implementation of a STEM teacher for two days per week to support staff for continual improvement in teaching.

Staff will continue with data dialogues into 2019. Whole school writing samples will be implemented again at the end of Terms 1 and 3 using 2 persuasive texts in similar formats to track student growth. Staff will continue Professional Learning in the implementation of the Literacy and Numeracy Learning Progressions and how to use them effectively at YPS.

Literacy and numeracy support will continue to be used to target identified students.

In 2019, staff would like to develop a school Scope and Sequence in English.

Evaluation of Quality Teaching Rounds practices and classroom observations to arrive at a more productive lesson observation process.

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



### Strategic Direction 3

**LEADING** – A passionate and supportive leadership team which models effective practices and fosters community engagement.

#### Purpose

To have transparent systems and processes embedded in school practices which promote shared ownership through valuing and responding to community feedback. To have effective leaders who model high expectations with a clear focus on student progress and achievement and high quality service delivery.

#### Overall summary of progress

The school leadership team initiated a number of programs to boost community engagement. A good number of parents attended the Parent Information sessions with positive feedback gained. Attendance numbers were also positive for the Rock and Water program however many people did not remain for the Fathering Project. The Fathering Project would benefit from having a male teacher promoting it from within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student, staff and parent satisfaction surveys show increasingly positive feedback.	TTFM Survey	TTFM survey results were shared with staff. Highlights from the survey were communicated to staff and parents. Student results show improvements in most areas from the Student 1 survey earlier in the year. Technology appears to be an area requiring improvement with teachers. Identified areas for future direction include supporting parents with learning by running parent workshops
Policies are developed and implemented which enhance service delivery and customer, parent and or student experience.		The student wellbeing plan including Bullying and Behaviour Management has been successfully reviewed. The WWCC and WHS Policy has also been updated.

#### Next Steps

Leadership team will continue to promote and engage the school community through a range of formal and informal events and initiatives.

Leadership team to review and consolidate YPS communication strategy in order to maximise the efficiency and clarity of communication between school and home.

Leadership team to model and promote best effective practices through formal and informal observation and team teaching opportunities, QTSS programs and beginning teacher support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	125	131	142	149
Girls	144	152	155	146

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.9	96.6	96.7	96
1	96.2	96.1	95.2	95.1
2	97.1	95.3	95.5	94.2
3	96.8	95.9	95.1	95.1
4	94.6	96	95.6	95.1
5	96.3	96	96.8	94.6
6	95.8	94.1	95.2	95.6
All Years	96.3	95.8	95.7	95.1
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

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

We address this by:

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.5
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 are from Aboriginal or Torres Strait background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

### Professional learning and teacher accreditation

Staff regularly engage in professional learning targeted at addressing school priorities and personal goals as set out in their Performance and Development Plans (PDP's).

In 2018, there has been a focus on formative assessment; creative and critical thinking; writing; reading; wellbeing; data use; professional teaching standards; reflective practice; school excellence and school planning. One staff member achieved their proficient accreditation while two staff members completed accreditation of maintenance at proficient level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	309,262
<b>Revenue</b>	2,690,758
Appropriation	2,421,272
Sale of Goods and Services	3,325
Grants and Contributions	261,330
Gain and Loss	0
Other Revenue	0
Investment Income	4,830
<b>Expenses</b>	-2,709,712
Recurrent Expenses	-2,709,712
Employee Related	-2,249,688
Operating Expenses	-460,025
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-18,955
<b>Balance Carried Forward</b>	290,308

The school invested additional funds to support staffing in literacy and numeracy in 2018. Additional funds were also expended from the global rollover to support additional professional development for staff; school infrastructure upgrades; the replacement of technologies and projectors and the purchase of furniture for our flexible learning spaces.

A significant amount of funds which are being rolled over are intended for school oval remediation works.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,096,405
Base Per Capita	57,431
Base Location	0
Other Base	2,038,974
<b>Equity Total</b>	102,351
Equity Aboriginal	2,730
Equity Socio economic	9,887
Equity Language	5,852
Equity Disability	83,882
<b>Targeted Total</b>	56,412
<b>Other Total</b>	86,856
<b>Grand Total</b>	2,342,024

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.

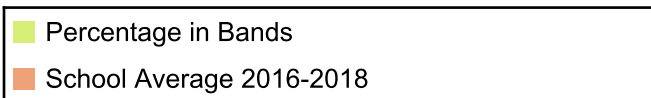
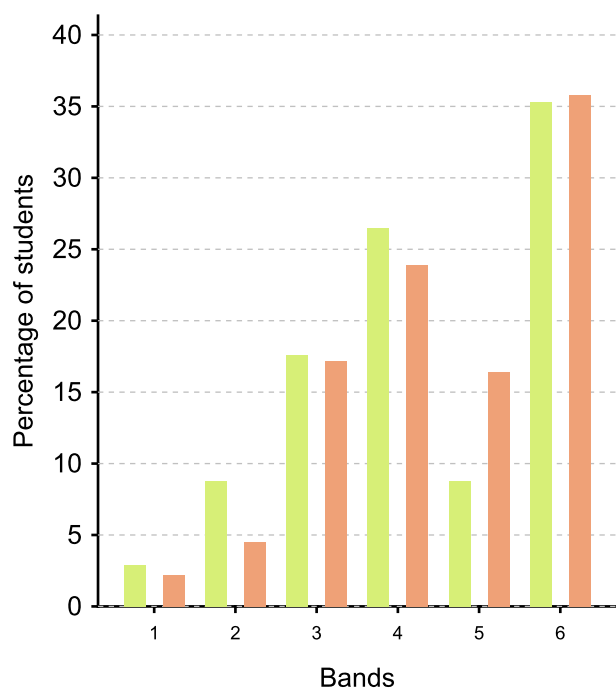
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

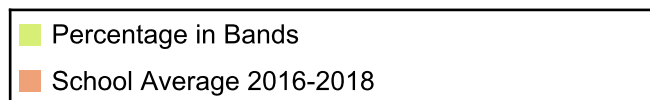
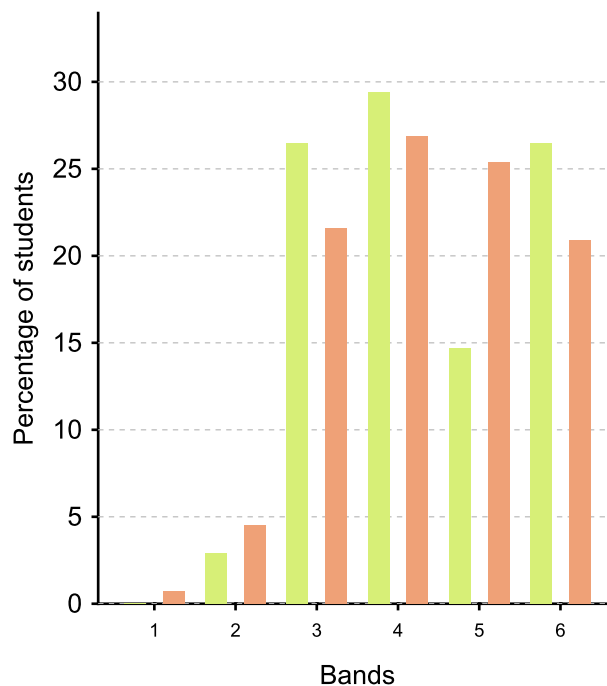
58.8% of students in Year 3 achieving in the top two bands for Literacy

39.4% of students in Year 5 achieving in the top two bands for Literacy

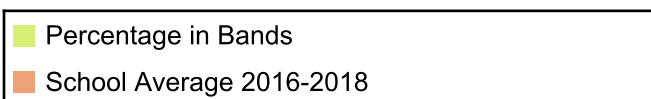
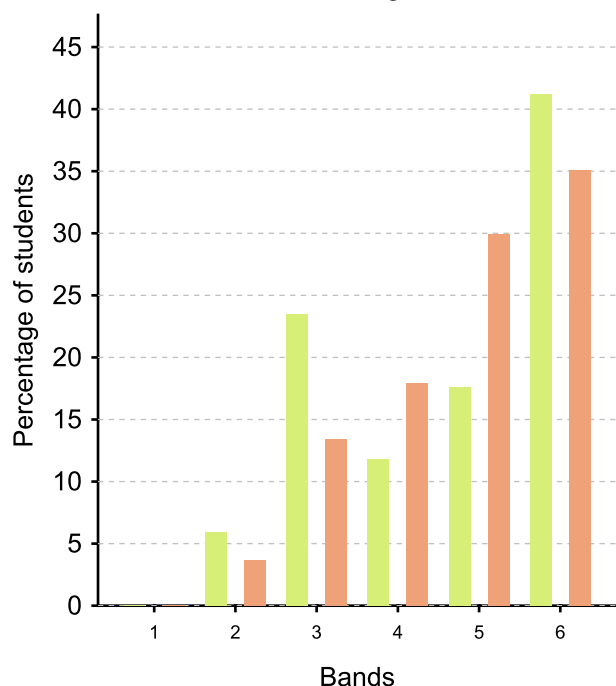
**Percentage in bands:**  
Year 3 Grammar & Punctuation



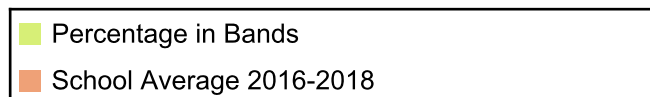
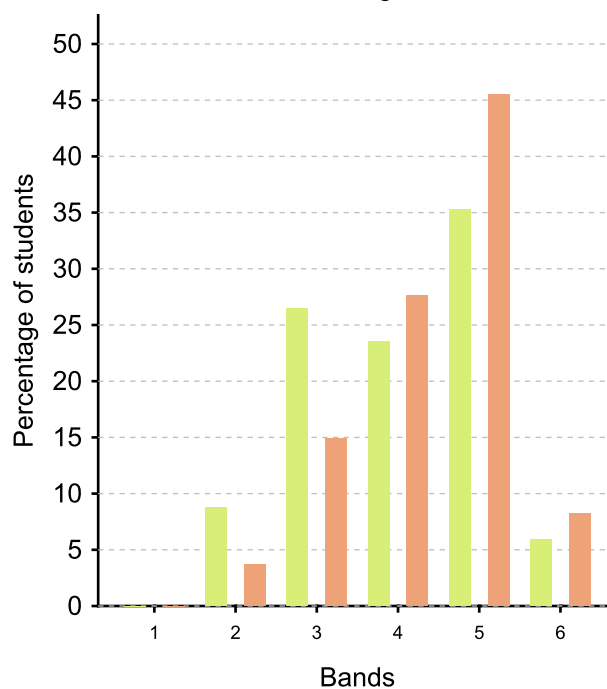
**Percentage in bands:**  
Year 3 Spelling



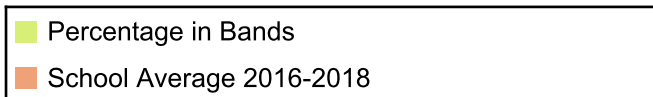
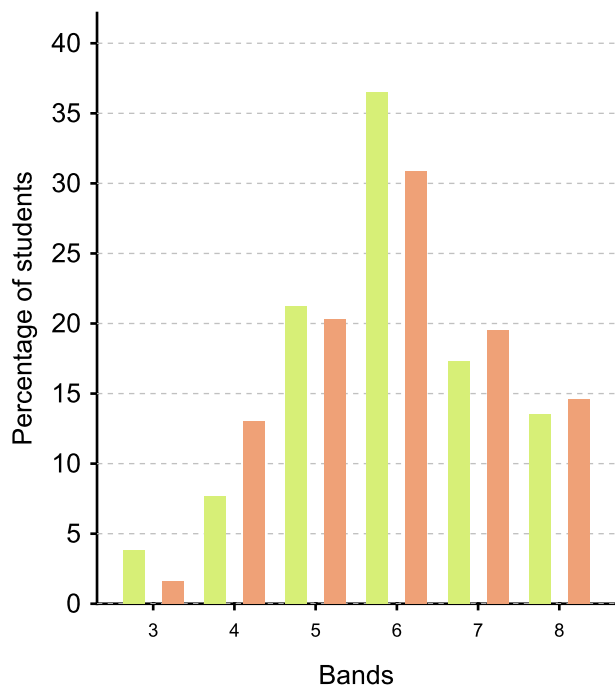
**Percentage in bands:**  
Year 3 Reading



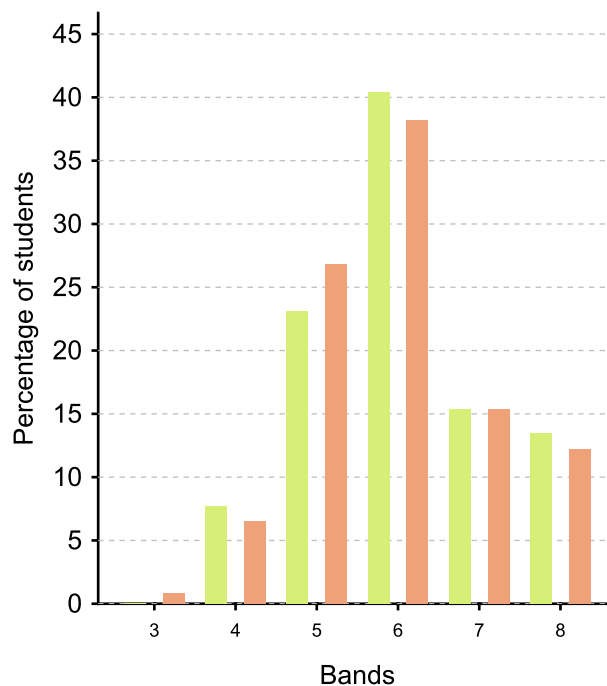
**Percentage in bands:**  
Year 3 Writing



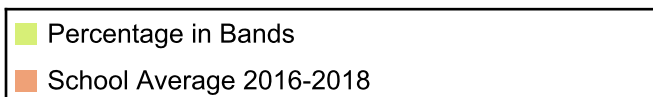
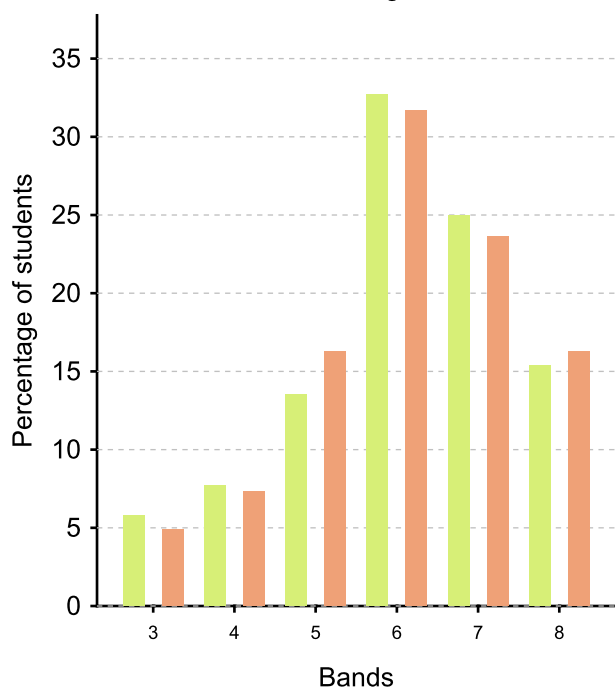
**Percentage in bands:**  
Year 5 Grammar & Punctuation



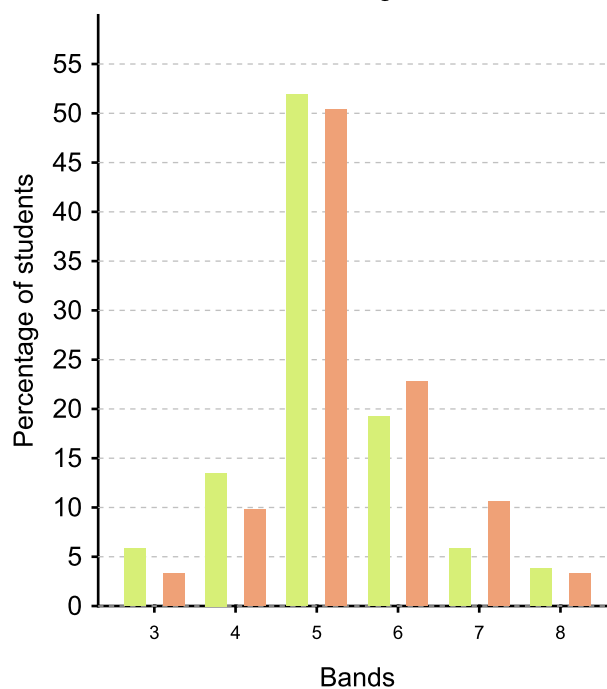
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



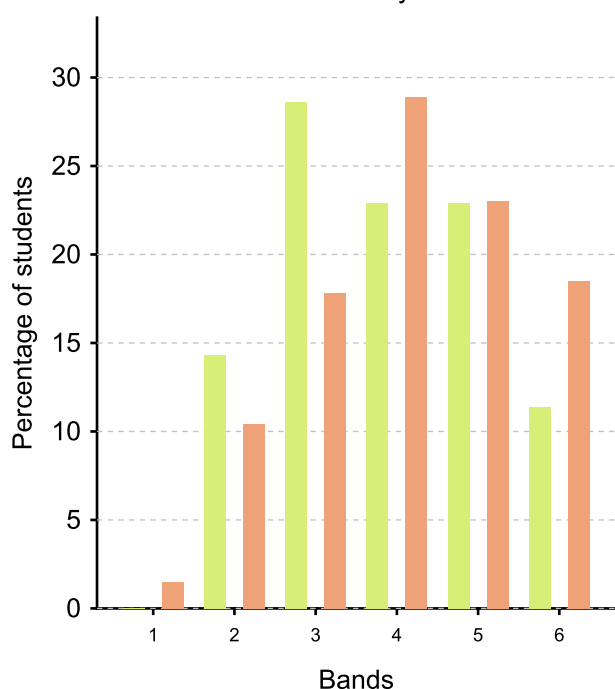
**Percentage in bands:**  
Year 5 Writing



34% of students in Year 3 achieving in the top two bands for Numeracy

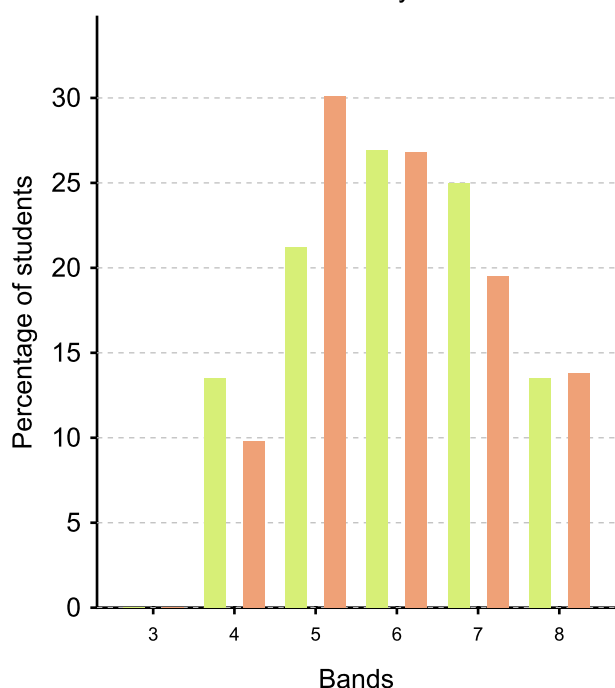
38.5% of students in Year 5 achieving in the top two bands for Numeracy

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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

## Parent/caregiver, student, teacher satisfaction

Parents reported 7.5 on a 10 point scale in feeling welcomed and involved in the school. Two way communication was rated at 6.5 out of 10 with the majority of responses indicating parents had spoken about their child's learning with teachers on multiple occasions throughout the year. Parents indicated an average rating of 7.2 in the area of school supports learning.

Students reported good participation in activities and positive relationships. A sense of belonging for students is close to state norms with Year 4 students just under the state norm. This remains a focus for future school improvement.

Students reported positive behaviour at school and high values, homework behaviour was identified as an area to improve.

Teachers identify a strong learning culture and collaborative practice as areas that enhance their work. Technology and parent engagement was identified as an area for improvement and features in our school plan.

## Policy requirements

### Aboriginal education

In 2018, Aboriginal education was enhanced through the delivery of Indigenous perspectives within class teaching and learning programs.

In ES1 Indigenous content in resources was used during Literacy groups and featured prominently in History and Geography content (particularly when investigating change in the local area and importance of places). Indigenous art was also explored and appreciated during Visual Art lessons.

In Stage 1, Indigenous picture books were used in the History Unit, Families Past and Present. While investigating Australian environments during Geography lessons, references were made to bush tucker, living with the land and Aboriginal land management practices (e.g. use of fire).

In Stage 2, students learned about our Indigenous Past (timeline of Australian Indigenous history) and the Dharawal speaking nation. Stage 2 classes visited Jibbon beach to learn about rock carvings and evidence of Indigenous existence in Australia.

In Stage 3, Indigenous perspectives featured during History and Geography units.

At a whole school level, the acknowledgments of country features predominantly at all school assemblies and special gatherings.

### Multicultural and anti-racism education

At Yarrawarrah Public School we promote diversity through our school value of acceptance. We celebrated multiculturalism through Harmony Day activities which



involved students dressing in orange clothing and participating in activities with their buddy classes. Multicultural perspectives are embedded in teaching and learning programs in history and geography.