

# Yarrawarra Public School

## 2019 Annual Report



4298

## Introduction

The Annual Report for 2019 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.

### 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

Yarrawarra Public School is a future focused, dynamic educational setting where students are highly engaged and enjoy an environment where we learn, play and grow in partnership with our supportive community. 2019 was the second year of our planning cycle and we are pleased with the progress we are making towards achieving our school's goals in alignment with the School Excellence Framework. It is with pride and great pleasure that I lead this wonderful school as principal.

2019 has been the International Year of the Periodic Table. 1869 is considered as the year of discovery of the Periodic System by the Russian scientist, Dmitri Mendeleev. The year also commemorates the 150th anniversary of the establishment of the Periodic Table of Chemical Elements. The International Year aims to recognise the importance of the Periodic Table of Chemical Elements as one of the most important and influential achievements in modern science reflecting the essence not only of chemistry, but also of physics, biology and other basic sciences disciplines. It has been an absolutely appropriate theme for us at Yarrawarra PS with Mr Sam Crawford taking on an instructional leader position to up-skill our students and teachers in the area of STEM, that is, Science Technology Engineering and Mathematics. A strong focus on the teaching and learning of STEM will set our students up with the skills required for modern career paths and the weekly STEM lesson has featured as a highlight for many students in their learning.

We are working to build our STEM space into a flexible learning area that is student-centred and equipped with the latest and greatest technologies to support student learning. We are very fortunate that our amazing P&C have been able to support some of our new robotics and coding kits, which the students have really enjoyed using. The STEM room is still a work in progress but definitely watch this space – we look forward to sharing a grand opening of the space with you in 2020.

Student wellbeing is always a priority at Yarrawarra Public School and we have been fortunate to have Mrs Fiona Francesconi, school chaplain, with us for the last 3 years. It is with great sadness that we were unsuccessful in our grant application to keep the chaplaincy program but we know that the program leaves with us a great legacy in the CARE groups that are well established in the school. Students and staff have loved CARE group activities where we share the benefits of random acts of kindness and mindfulness. Small group peer activities allow our students to develop a real connection with their CARE group teacher, develop a trusted network and focus on important social skill development. CARE groups and other student wellbeing programs will continue to be an important focus at Yarrawarra in 2020.

Our amazing arts programs have been a real highlight for me in coming to Yarrawarra. The dance performances both in and outside of school are an outstanding demonstration of the talents we have at the school. A huge thank you to Miss Emma Paull who brings the amazing dance program to YPS – her skills and talent are truly valued.

YPS is extremely fortunate to have such a hard-working and committed P&C. I thank everyone involved in the 50th Anniversary events for the school, particularly our recent School Fete. Events such as these of course provide fundraising to purchase resources for our students but are also outstanding in their contribution to our community as a whole. Celebrating 50 years of quality education has certainly been a highlight of 2019. Congratulations to the P&C on such a successful year.

To our graduating Year 6 students it has been an absolute pleasure getting to know you all and we know that you will carry the Yarrowarra spirit with you on your high school journey. Our prefect leadership team have been one of the best leadership teams that I have come across – thank you for leading the school with such passion, commitment and true care.

I could not be prouder of the students at Yarrowarra. From the friendly greetings in the playground each day to how hard they work in class, they always strive to uphold our REACH values of Responsibility, Excellence, Acceptance, Cooperation and Honesty. So many of our students have proudly represented Yarrowarra this year in various fields from chess to sports, to public speaking to the arts – we are extremely proud of you all and you are to be congratulated.

A school simply does not operate without the dedication of exceptional staff. So to my teachers, executive, SASS, GA, Counsellor, Chaplain and Speech Therapist – I sincerely thank you. Thank you for all that you do for the students and community of Yarrowarra.

In closing, thank you for welcoming me into the Yarrowarra family. It is a real honour to be able to work for my home community and I am looking forward to the many exciting events and learning opportunities already being planned for 2020.

Thank you all for your contributions to our beautiful school this year. May you have a relaxing summer break and all the best for another great year in 2020!

Kyleigh Nash

Principal

### Message from the school community

What a massive year 2019 has been with the appointment of a new permanent Principal, a working bee, 2 elections BBQs, Easter Raffle, Mother's Day, Father's Day, 50th Anniversary Dinner and Fete. All of these events would not be possible without the hard work of volunteers big or small, donations from families and the community, support from the community, support from the teachers and for this we thank you.

The P&C also operates the canteen and uniform shop which services the students of Yarrowarra Public School and also brings in funds to the school. Both of these are coordinated and run solely by volunteers and to all who have been involved with this we thank you. Community events, volunteering and the Fathering Project provide opportunities for Fathers, Mothers and family members to be involved in their children's life, their education and make a difference.

To all of the teachers who have welcomed us into their working environment, work tirelessly on events such as Easter hat parades, dance opportunities, sporting events, open days, carols and more. Engaging with us and our children is much appreciated and we are very lucky to have such dedicated and passionate staff involved with our children's education.

This year we have seen the completion of the sensory garden and mural, progression of the back oval, supported state representatives and have injected \$48000 back into the school for technology for the purchase of iPads, iPad cases, Chromebooks, 3D printer, dash robots and Lego mindstorm just to name a few.

Next year we will work with the Principal and teaching staff towards resources that they wish for and hopefully see the completion of the back oval. Our Parents and Citizens will support the school to provide a standard of education and facilities to our children that would not otherwise be available if we were to rely solely on Government funding.

Carlie Stephenson

P&C President

## 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

Yarrowarra 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

### Improvement Measures

Observations and reflection show increased use of flexible learning spaces and innovative teaching practices.

Wellbeing Assessment Tool and TTFM surveys show increased levels of students who are connected, thriving and succeeding.

Increased proportion of students in the top two bands in NAPLAN and overall data showing increased growth using internal and external measures.

### Progress towards achieving improvement measures

**Process 1:** Innovative Learning Spaces– Strategically plan and deliver student centred innovative learning environments reflecting future focussed learning strategies.

Evaluation	Funds Expended (Resources)
<p><b>What data has been collected?</b></p> <ul style="list-style-type: none"><li>– The plan for the innovative learning space</li><li>– The budget to equip the space</li><li>– Staff, student and community consultation</li><li>– Staff professional development</li><li>– Time tabling of space</li></ul> <p><b>Analysis</b></p> <p>Consultation with all stakeholders has led to the design and construction of a flexible learning space. By the end of the school year all furniture and equipment was ordered and will be installed for the start of Term 1 2020. The space was not used by classes because it was completed at the end of the school year.</p> <p><b>Implications</b></p> <p>The construction of the space has provided all learning communities with an additional space moving forward in the future. The specific furniture and equipment provides options for classes to vary their learning in an engaging and functional space. Professional learning will be provided to maximise the space, furniture and equipment. Moving forward the space will adapt with each learning community and an additional room will be added to extend the space.</p>	\$65000

**Process 2:** Nurtured Supported Students– Implement a whole school, integrated approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
What data was collected?	\$6500

## Progress towards achieving improvement measures

– Incident data was exported from SENTRAL to an Excel spreadsheet, this included negative incidents that were categorised as being related to behaviour or social categories. No positive behaviour incidents were recorded in SENTRAL.

### Analysis

There were 155 negative behaviour incidents in the 2019 calendar year. This was a new student welfare procedure and comparative data is not available at present. It is noteworthy that a significant percentage of the incidents involved a small number of students with repeated offences.

The incidents were fairly evenly spread across the playground and classroom and no day of the week stood out as more prevalent.

Students from all stages were represented with Early Stage 1 incidents reported most often, followed by Stage 3.

### Implications

Moving on the Sentral data can be compared in the future to our initial data. Analysis of the behaviours on Early Stage 1 suggest that some time needs to be spent on socialisation of the ES1 boys particularly as they were proportionally over represented in our data.

**Process 3:** TABS and Consistent Assessment and Reporting– Embed refined and consistent, whole school assessment strategies and practices into teaching and learning programs which enables student growth to be tracked and enhanced.

Evaluation	Funds Expended (Resources)
Google Doc used by all stages in class formation and planning for 2020. The Google Sheet was formatted to a uniform structure and used in handover meetings. The document has led to a clearer snapshot of students and an accessible tool for support staff to also access this information.	Nil

## 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.

### Improvement Measures

Lesson observations show improved use of evidence based effective teaching strategies and enhanced understanding of the Australian Professional Standards for Teachers.

Clearly defined systems and schedules continuously embedded in practice for data collection, analysis and use.

Teaching programs increasingly responsive to student data analysis and show evidence of targeted differentiated teaching to drive school wide improvement.

### Progress towards achieving improvement measures

**Process 1:** Quality Mentoring (Instructional Leadership)– Targeted delivery of instruction which improves teacher pedagogy resulting in innovative, collaborative and supported teachers.

Evaluation	Funds Expended (Resources)
<p><b>Data</b></p> <ul style="list-style-type: none"><li>– Timetable of use</li><li>– Survey of staff PL needs</li></ul> <p><b>Analysis</b></p> <p>Professional learning of staff has led to the use of the space, with teachers looking forward to a formalised booking system in 2020. The space was not used as effectively as possible in Term 4 as the furniture had not yet arrived.</p> <p><b>Implications</b></p> <p>A formalised timetable will be developed in Sentral for 2020 allowing classes to effectively use the space. Teacher professional learning will be based on the results of staff surveys and differentiated to teachers' needs.</p>	\$40650

**Process 2:** Data Dialogue and Analysis – Implement a whole school approach to data collection, analysis and use.

Evaluation	Funds Expended (Resources)
<p><b>What data has been collected?</b></p> <p>Writing Task and Google slides</p> <p>Writing samples</p> <p>Writing rubric</p> <p>TABs – ES1, S1, S2, S3</p> <p><b>Analysis</b></p> <p>–Current assessment schedule was implemented across K–6 to ensure diagnostic tests and results were utilised for future direction.</p>	Nil

## Progress towards achieving improvement measures

–In Terms 1 and 3, a whole–school writing assessment was conducted and staff jointly moderated written samples as a group. This facilitated consistent teacher judgement and increased staff capacity to assess student writing and to be able to enter data into ALAN to support student tracking against the progressions.

–Stage 3 staff used the updated TABs sheets (Year 5 and Year 6) to input vital information on each student and to track student progress in English and Mathematics. This document was reviewed and updated throughout the year.

–This document was then rolled over in all grades for 2020 for current teachers to input information on each student and assessment data as part of the handover process.

### Implications

–Review and Implementation of Assessment Schedule

–Continue to conduct whole–school writing assessments and moderation in Terms 1 and 3 and track using progressions for CTJ moderation across the school

–All staff to utilise the TABs document and document student information and assessment data.

**Process 3:** Quality Literacy and Numeracy– Prioritise high quality, evidence based practises in teaching literacy and numeracy which are reflective of our school context. (Learning Sprints)

Evaluation	Funds Expended (Resources)
<p><b>What data has been collected?</b></p> <p>Learning Sprint programs, resources, assessment and reflections</p> <p>Progression tracking sheets</p> <p>PLAN 2</p> <p>Writing samples</p> <p>Writing rubric</p> <p><b>Analysis</b></p> <p>–Two learning sprints were effectively conducted this year. All stage teams collaboratively planned, implemented, assessed and reviewed stage–specific sprints and their impact on student learning and teacher professional development.</p> <p>–In Terms 1 and 3, a whole–school writing assessment was conducted and staff jointly moderated written samples as a group. This facilitated consistent teacher judgement and increased staff capacity to assess student writing and to be able to enter data into ALAN to support student tracking against the progressions.</p> <p>–Literacy and Numeracy Progressions were introduced and the checklist document and ALAN software was utilised by staff specifically focusing on Creating Texts and Early Arithmetic Strategies. Trial of the Progressions was positive and staff feedback centred on the usefulness of the documents in terms of understanding where a student's learning is at, and where they need to move next. It has also been useful for report writing, and using specific indicators for our "Where to Next" comments for maths and English</p> <p><b>Implications</b></p>	<p>\$1145</p>

## Progress towards achieving improvement measures

### Progressions

–Targets for 2022 are to move approximately 6 – 8 students from the middle 2 NAPLAN bands to the upper 2 bands in both Reading and Numeracy.

–Therefore, our focus in 2020 will shift from writing to reading and numeracy when using the Progressions to student progress.

–Continue to conduct whole–school writing assessments and moderation in Terms 1 and 3 and track using progressions for CTJ moderation across the school

Commence PL, programming and implementation of Morning Routines that will replace Learning Sprints in 2020

Implementation of Jolly Grammar program K–6.

### 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.

#### Improvement Measures

Student, staff and parent satisfaction surveys show increasingly positive feedback.

Policies are developed and implemented which enhance service delivery and customer, parent and or student experience.

#### Progress towards achieving improvement measures

**Process 1:** Building Community Connections– Actively utilise feedback from all stakeholders and provide opportunities to build a shared sense of ownership and community engagement.

Evaluation	Funds Expended (Resources)
<p><b>Data</b></p> <ul style="list-style-type: none"><li>– School Fete fundraising funds</li><li>– Skoolbag data</li><li>– Facebook data</li><li>– TTFM survey results</li></ul> <p><b>Analysis</b></p> <p>The data is showing that communication across the school is improving. Parents are actively engaged in the school, are better informed about school events and are more involved in the planning and purchasing of resources.</p> <p><b>Implications</b></p> <p>In 2020 we will actively collect data on community engagement at events such as Meet The Teacher, Parent / Teacher Interviews and School Expo Night. TTFM will be run in Term 3 of 2020 to provide further information as to how we are progressing in this area.</p>	Nil

**Process 2:** Improving Systems and Practices– Review, refine and develop policies to reflect current school context in consultation with all stakeholders.

Evaluation	Funds Expended (Resources)
<p><b>Data</b> – Staff and Parent survey feedback, online engagement data (Facebook)</p> <p><b>Analysis</b> – Skoolbag and Facebook have been used as the primary methods of communication with parents after the decision to discontinue use of the Sentral Parent Portal app. This has led to a more streamlined and consistent communication stream between staff and parents. Survey results have indicated that both staff and parents feel more informed and up to date with information communicated by the school.</p>	Nil

## Progress towards achieving improvement measures

**Implication** – Both Skoolbag and Facebook will continue as the primary methods of communication next year. We will investigate the feasibility of adding permission notes with digital signatures through Skoolbag or a similar platform next year.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 799.00)</li> </ul>	<p>Our school received \$2,799 in Aboriginal Equity loading. All students identifying as Aboriginal or Torres Strait Islander have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify academic, social and cultural goals for each student. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our school developed a closer working relationship with the local Aboriginal Educational Consultative Group. A local artist, Rick O'Brien, created an inspirational mural with authentic Dharawal rock art. Our Aboriginal students were involved in this important landmark for our school. Two members of staff attended Connecting to Country 3 day professional learning and are developing our cultural plan for 2020.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$28 427.00)</li> </ul>	<p>Our school received \$28,427 in Low Level Adjustment for Disability equality funding. All students identified as requiring learning, behavioural or emotional adjustments had an Individual Education Plan. These plans were created in consultation with parents, the student and the class teacher. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our LLAD funds were grouped with our Learning and Support teacher allocation to employ teachers who worked with targeted groups focusing on Literacy &amp; Numeracy needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$53 816.72)</li> </ul>	<p>Our school received 0.492FTE in QTSS allocation in 2019. The school supplemented this allocation with flexible funding to ensure that all Assistant Principals had additional release time to lead and support their teams. The Assistant Principals worked in the areas of leading collaborative planning, data analysis and Performance Development Planning (creation, implementation, lesson observations and review of all PDPs). Our school also employed an Instructional Leader to upskill our staff and students in STEM.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$8 723.00)</li> </ul>	<p>Our school received \$8,723 in Socio-economic equity funding. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Through</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$8 723.00)</li></ul>	this funding, our school assisted many families with the ongoing costs of schooling; we supported families with the purchasing of school uniforms, attending excursions and camps and extra-curricular opportunities.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	131	142	149	158
Girls	152	155	146	135

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.6	96.7	96	95.9
1	96.1	95.2	95.1	96.4
2	95.3	95.5	94.2	95.4
3	95.9	95.1	95.1	94.5
4	96	95.6	95.1	95.2
5	96	96.8	94.6	95
6	94.1	95.2	95.6	94.9
All Years	95.8	95.7	95.1	95.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.45
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	290,308
<b>Revenue</b>	2,814,850
Appropriation	2,462,972
Sale of Goods and Services	1,414
Grants and contributions	346,415
Investment income	4,049
<b>Expenses</b>	-2,818,961
Employee related	-2,282,072
Operating expenses	-536,889
<b>Surplus / deficit for the year</b>	-4,111

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	86,608
<b>Equity Total</b>	108,549
Equity - Aboriginal	2,799
Equity - Socio-economic	8,723
Equity - Language	4,571
Equity - Disability	92,456
<b>Base Total</b>	2,000,687
Base - Per Capita	69,218
Base - Location	0
Base - Other	1,931,469
<b>Other Total</b>	148,933
<b>Grand Total</b>	2,344,777

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative.

An analysis of the findings from the Partners in Learning: Parent Survey include;

- Parents Feel Welcome – YPS 7.4 / NSWDoE 7.4
- Parents are Informed – YPS 7.0 / NSWDoE 6.6
- Parents support learning – YPS 6.6 / NSWDoE 6.3
- School Supports Learning – YPS 8.2 / NSWDoE 7.3
- School Supports Positive Behaviour – YPS 8.4 / NSWDoE 7.7
- Safety at School – YPS 8.2 / NSWDoE 7.4
- Inclusive School – YPS 7.6 / NSWDoE 6.7

It is pleasing to report that when asked the question 'I would recommend my child's school to other parents' 100% of our respondents answered agree or strongly agree.

Students in Years 4–6 participated in the Tell Them From Me survey.

The Student Outcomes and School Climate report demonstrated the following findings:

- Student participation in school sports – YPS 89% / NSWDoE 83%
- Student participation in extracurricular activities – YPS 64% / NSWDoE 55%
- Students with positive relationships – YPS 90% / NSWDoE 85%
- Students that value schooling outcomes – YPS 93% / NSWDoE 96%
- Students with positive homework behaviours – YPS 55% / NSWDoE 63%
- Students with positive behaviour at school – YPS 91% / NSWDoE 83%
- Students who are interested and motivated – YPS 78% / NSWDoE 78%
- Student effort to succeed in their learning – YPS 86% / NSWDoE 88%

Drivers of student outcomes as reported by our students show:

- Students who are victims of bullying – YPS 24% / NSWDoE 36%
- Students have advocacy at school – YPS 8.4 / NSWDoE 7.7
- Positive teacher–student relations – YPS 8.8 / NSWDoE 8.4
- Positive learning climate – YPS 7.3 / NSWDoE 7.2
- Expectations for success – YPS 9.0 / NSWDoE 8.7

Our teachers completed the 'Focus on Learning' survey and the Eight Drivers of Student Learning results were:

- Leadership – YPS 7.3 / NSWDoE 7.1
- Collaboration – YPS 8.8 / NSWDoE 7.8
- Learning Culture – YPS 8.9 / NSWDoE 8.0
- Data Informs Practice – YPS 8.9 / NSWDoE 7.8
- Teaching Strategies – YPS 8.8 / NSWDoE 7.9
- Technology – YPS 7.3 / NSWDoE 6.7
- Inclusive School – YPS 8.9 / NSWDoE 8.2
- Parent Involvement – YPS 7.8 / NSWDoE 6.8

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.