

2020 Annual Report

Yass Public School



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Introduction

The Annual Report for 2020 is provided to the community of Yass Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

School context

Yass Public School is situated on the northern side of the town and enjoys beautiful grounds and picturesque views of the river and hills. The school is 140 years old having been established as one of the first schools in the district. The beautiful historic buildings are reflective of the school's rich history in education in the district.

The school is currently enjoying growing student numbers and during 2020 we established a 14th class. This made all our existing classes smaller and all students enjoyed higher teacher to student ratios.

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

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

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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

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

Purpose

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

Improvement Measures

Literacy and Numeracy

Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students including Indigenous students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.

Quality Teaching

Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.

Professional Learning

Improved knowledge and understanding of teachers managing their professional learning logs as well as an increased confidence of the accreditation process. This will result in teachers maintaining accreditation and seeking continual professional growth.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Implement an explicit teaching methodology in every classroom for literacy and numeracy with allocated time for students to practise skills.

Evaluation	Funds Expended (Resources)
<p>Best Start assessment is held in the first week of the school term. Each Kindergarten student is assessed on their literacy and numeracy ability. This provides the school with a starting point for data. One teacher attended training at the end of the previous year.</p> <p>Read Write Inc is a phonics based Literacy Program that was implemented across the 3 Kindergarten classes in 2020. This program has provided 5 weekly data for sound and letter recognition with 90% of students having 100% of sound knowledge by the end of Term 2. This sound knowledge has transferred over to the reading, firstly with decodable books from the RWInc program, then the introduction of PM Readers.</p> <p>A staff member was trained in Additive Strategies during Term 4 2019 and Term 1 2020. Staff at YPS attended staff development training on Additive Strategies. Staff feedback showed the training was useful although teachers found it difficult to have sufficient time to input data into PLAN2. Some staff have implemented the strategies learnt in their regular classroom practice. For further development in this area teachers need to embed this into their daily practice and record on PLAN2. Due to COVID the last day of the four day training was cancelled and will not resume this year.</p> <p>Step Up Reading Initiative has been implemented during Term 3 and Term 4. Staff are being trained in best practice for reading within our classroom and reflecting on our own teaching practice.</p> <p>The Reading Eggs program has been provided for Year 1 - 6 students as an</p>	<p>Read Write Inc resources - \$3500</p> <p>Additive Strategies training \$1500</p> <p>Step Up training - \$3000 wages and course fees.</p> <p>Reading Eggs</p> <p>LAST 1 day additional day \$500 per week</p> <p>Maths/Spelling additional teacher \$40,000 per year</p> <p>PM eCollection accounts for Early Stage 1 and Stage 1 students \$300</p> <p>Check In assessment ???</p>

Progress towards achieving improvement measures

additional reading support tool for 30 targeted students. Additionally, 30 students from K-2 were allocated an account for the PMeCollection program to ensure these targeted students were given access to quality home readers and to promote reading at home. 80% of students were consistent users of the program and Parents have given positive feedback, with children more engaged with reading at home.

The LAST teacher has been employed an additional day per week to provide additional support for Intensive literacy groups such as Multilit, intensive reading for Year 1 students, targeted groups learning across each stage. We have a student population of 350. 112 students have been identified on the NCCD. We are only funded for 12%, therefore this additional day makes up for the support needed on a weekly basis.

In 2020 we have provided intensive support to 31 students from Year 1 to Year 6. Supported small groups operated for Year 3 /4 mathematics, Year 3 /4 literacy, Year 1 intensive reading and Year 5 CER program. Data collected across the year shows all students demonstrating growth. This year the Learning Support team has completed four access requests. These range from application for distance education after COVID 19 lockdown; applying for an MC placement for 2021, to students enrolled for Kinder 2021 with special needs. Three out of the four of these requests were successful.

Due to COVID, NAPLAN assessments were cancelled in 2020. Students in Year 3 and Year 5 participated in the opt in Check In Assessment for Numeracy and Reading. The staff found the program easy to use. The data was analysed and broken down to identify areas of focus or gaps in learning. Teachers were made aware of these areas and taught a sequence of learning activities to address these learning deficits.

Of the 48 Year 5 students that participated in the Numeracy Check In Assessment, our school had 61.8% of questions correct which is above both the state and SSG that also participated in the test. The 44 Year 3 students that participated had 65.3% of questions correct.

Of the 48 Year 5 students that participated in the Reading Check In Assessment, our school had 61.3% of the questions correct which is similar to SSG, and above the state of the schools that participated in the test. The 44 Year 3 students that participated from our school had 54.7% of questions correct.

An additional teacher has been employed to support the mathematics and spelling groups in the Primary years. This has allowed for smaller group sizes and streamed classes. This has given our targeted students the additional support they require in a smaller class. The top ability group were extended in a class with their peers and like minded students.

Process 2: Quality Teaching

Draw on evidence-based feedback including classroom observations, student data and student surveys to improve teacher practice.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 the Quality Teaching Rounds program was suspended. We will be reviewing at this again in 2021. Due to the lack of available casual teachers the Instructional Leader position was not implemented.</p> <p>Due to the growth of student numbers, a need for an additional Assistant Principal has arisen. This has led to a great clarity of direction for Kindergarten and whole stage approach to teaching practices. Kindergarten has trialed a new literacy program across the three classrooms, which involved collection of data on a regular basis that has reflected improved student growth..</p>	<p>Higher duties- AP \$33 000</p> <p>Step it Up - \$3 950</p> <p>Beginning Teacher Funding - \$14 000</p>

Progress towards achieving improvement measures

Three of the YPS staff have been trained in the Step It Up program with a focus on Reading. These staff members then provided training to all staff to promote a higher level of engagement in reading across the school, make reading instruction a priority and improve reading teaching practices.

All staff undertake a minimum of two lesson observations over the year. These observations are linked to their PDP or identified goals by their supervisor. Early career teachers use these observations for evidence for accreditations for Proficiency. Teachers are also encouraged to observe teacher practice in other classrooms.

Parents, carers, students and staff are surveyed several times over the year. Feedback from this data informs the school on the effectiveness of programs, events, wellbeing and school connectiveness.

Three staff members completed their accreditation to become Proficient in 2020. They were assisted by a mentor from the YPS school teaching staff to guide and support them through the process. Beginning teachers were given additional release time as part of the Beginning Teacher funding. They have used this time to observe other teachers and to reflect on their own teaching practice.

Process 3: Action Research

Draw on research to develop and implement high quality professional learning in teaching practices.

Evaluation	Funds Expended (Resources)
not applicable	not applicable

Process 4: Professional Learning

Build teacher understanding of the Australian Professional Standards for teachers to improve individual practice at relevant points of the accreditation process.

Evaluation	Funds Expended (Resources)
<p>Staff attended training on the implementation of the Additive Strategies strand of the progressions using PLAN2. Further training was provided on practical activities to use in the classroom. Further professional learning on Additive Strategies need to be undertaken to strengthen practices.</p> <p>Three staff have undertaken their accreditation to obtain Proficiency.</p> <p>Other staff are maintaining their accreditation with registered and teacher identified hours against the Professional Standards. Teachers leading the training provide staff with an overview and which standards are addressed.</p> <p>All staff at YPS have enrolled and are participating in the registered training on What Works Best. This will provide staff with 20 hours of registered professional learning hours.</p> <p>Due to COVID only one milestone meeting occurred with the DEL. Staff were allocated release time in Terms 3 and 4 to complete milestones.</p> <p>The PSL representative attended YPS to support Executive Staff with External Validation. The Executive staff emailed the PSL with the completed evidence set for feedback. Due to COVID and restrictions around school visits, the PSL held zoom meetings with the YPS Executive staff.</p> <p>All staff at YPS participated in the External Validation process over two terms. These meetings were held as part of the weekly training program.</p>	<p>Milestoning meeting \$1000 per term-casual relief (Terms 1, 3 and 4)</p>

Progress towards achieving improvement measures

Staff were divided into various teams depending on the theme of the evidence, and assisted with the annotation and clarity of the evidence provided..

Principal Network Meetings were held in Term 1 and early Term 2. Due to COVID these meetings were held via Zoom meetings with the Principal.

Next Steps

Yass Public School sat our External Validation in 2020. These results then influenced our Situational Analysis for our school to inform our new School Improvement Planning cycle. Our leadership team worked hard to collect data and analyse it to paint a comprehensive picture of our school and its needs moving into the future. The leadership team then consulted with our community to write a comprehensive School Improvement Plan (SIP) that reflected our community input and future needs. Our 2021-2024 SIP will have 3 Strategic Directions and our first one will address student attainment and growth. Within this area we will maximise student learning outcomes in reading and numeracy and build strong foundations for academic success. This will be achieved by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

Strategic Direction 2

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

Purpose

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

Improvement Measures

Increase student attendance.

Improved levels of student wellbeing and proportion of students demonstrating active engagement with their learning and play.

Increased opportunity for all students to be extended academically, physically and creatively.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can succeed, connect, thrive and learn at every stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>At YPS, we believe student wellbeing is crucial to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. We have many ways that we promote the wellbeing of students at our school. Due to COVID restrictions put in place throughout the year, there have been many student wellbeing programs that needed to be suspended and some had restrictions put in place which altered the program in a variety of ways. Positive Behaviour for Learning (PBL) is a foundational element of the wellbeing of our students. Many of our planned PBL activities were put on hold due to COVID however teachers modified ways to acknowledge positive behaviour at a classroom level using systems such as Dojos. Teachers actively relied on their knowledge of specific PBL lessons to reinforce positive behaviour with their class. Due to the value placed on PBL, further staff have been trained in various levels of the program, depending on their experience. This has shared the responsibilities, knowledge and is aligned with succession for future leaders.</p> <p>The Student Wellbeing teacher worked closely with our school counsellor to deliver targeted wellbeing programs to small groups across all year levels. Senior students were involved in the BRAVE anxiety program and both parents and students found this powerful. Programs around anxiety, anger management and social skills for kindergarten were also successfully delivered. The Student Wellbeing Teacher is a valued position amongst our staff as teachers are able to refer students experiencing trauma, family breakdowns and mental health difficulties. The Student Wellbeing Teacher is then able to support individual students and check-in with them on a regular basis. Throughout COVID, students and families experienced increased anxiety levels and therefore teachers received professional learning from experts from Macquarie University Centre for Emotional Health. All staff also completed the Accidental Counsellor course which was a full day of professional learning.</p> <p>Student Wellbeing is supported in a variety of ways which contributes to a whole school approach. Our school partners with a local church to deliver a one-on-one mentoring program- Kids Hope. Students spend an hour each week with their mentor and this continues throughout their time at YPS. A daily Breakfast Club is delivered by teachers who volunteer their time and food is donated by community members. This ensures all students have the</p>	<ul style="list-style-type: none">• Accidental Counsellor course \$3816• Student Wellbeing Teacher- 1 day per week- \$20 000• PBL- staff training- \$1000

Progress towards achieving improvement measures

opportunity to start their day nourished and ready to learn.

Process 2: Personalised Learning

Develop and implement current policies, programs and processes that identify, address and monitor students learning needs. Timely, targeted intervention and feedback for all students reflect best practice and students access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>Due to the continuing COVID restrictions in 2020, staff at YPS were unable to provide the planned multifaceted opportunities to extend learners and provide them with experiences in Creative and Practical Arts and camps as well as planned activities within the Binit Binit learning community. Stage 3 staff worked closely with Science staff from Yass High School to support students in completing a Science Research Project (SRP). Students in years 3-6 completed SRPs in small groups which were part of a planned Science Fair which had to be modified due to restrictions. This allowed high performing students to be extended in this Key Learning Area as well as strengthen ties between YPS and our feeder high school.</p> <p>Throughout terms 1 and 2, YPS students used a STEM Robotics kit as part of their Information and Computer Technology (ICT) lessons. Each stage experienced a scaffolded curriculum using a range of robots including Bee-bots, Blue-bots and Dash. In Stage 3, these robots were integrated into the Digital Information units as part of Science and Technology. Stage 3 also delivered a Science and Technology unit of work around digital technologies where students designed and created a simple Scratch game using coding.</p>	nil

Process 3: Curriculum and Learning

Deliver a dynamic, quality curriculum that supports high expectations for student learning. Ensure that most students can articulate their learning and understand what they need to learn next to enable continuous improvement.0

Evaluation	Funds Expended (Resources)
<p>At YPS, we believe that supporting individual students in their learning has a positive impact on their wellbeing. Students are able to achieve at their level of ability and feel supported at school, making it an inclusive place to learn and be. We ensure this occurs in diverse and creative ways. Our Learning and Support Teacher (LaST) supports individuals and small groups of students in both numeracy and literacy on a daily basis. Staff strive to meet individual student needs as is evident in the application and implementation of the individual student program from the Centre for Effective Reading by our LaST.</p> <p>Our Learning and Support Team continued to monitor the learning, behavioural, social and attendance needs of individual students throughout 2020. These needs emerged and fluctuated in response to how students reacted to the changes in schooling and socialising with COVID restrictions, which impacted their learning, anxieties and attendance.</p> <p>Every classroom teacher created or continued Individual Education Plans for students who required it. They met with parents or carers to create personalised goals in areas of literacy, numeracy and social/emotional. Parents and carers value this process as it gives them time and space to be part of their child's learning and time at school. At different times of the year, all students were able to set their own literacy and numeracy goals. These were also part of semester reports and empowered students to reflect on their own learning.</p> <p>PLPs for Indigenous Students were established in GoalHub software. 2</p>	Centre for Effective Reading- \$3500 LAST- above allocation

Progress towards achieving improvement measures

members of staff were trained in 2019. Our Assistant Principal coordinated PLP for our student and liased with class teachers to incorporate learning goals. Teachers and parents met to discuss family and parents goals for their children. Indigenous stories and events were also celebrated on Storyhub in consultation with our AECG. This was not as successful as hoped as the COVID restrictions impacted many events and consultation between stakeholders.

Next Steps

Yass Public School sat our External Validation in 2020. These results then influenced our Situational Analysis for our school to inform our new School Improvement Planning cycle. Our leadership team worked hard to collect data and analyse it to paint a comprehensive picture of our school and its needs moving into the future. The leadership team then consulted with our community to write a comprehensive School Improvement Plan (SIP) that reflected our community input and future needs. Our 2021-2024 SIP will have 3 Strategic Directions and our second one will address Learning and Wellbeing. Within this area we will foster a school culture which is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. We will have a strategic and planned approach to developing a whole school wellbeing process that supports all students so that they can connect, succeed, thrive and learn.

Strategic Direction 3

School works in partnerships with parents and the community.

Purpose

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

Improvement Measures

Communication

Provide a variety of forms of communication methods so that families and the wider community can be informed and involved in our school.

Involvement

Increase in the number of parents attending community/school events.

Aboriginal Partnerships

Increase percentage of Indigenous parents involved in the development of their child's personalised learning plan and students feel that they are successful and enjoy school life.

Progress towards achieving improvement measures

Process 1: Community Engagement

To ensure that relationships between the school, parents, local schools, and local community are developed so that our students have access to a broader range of opportunities and expertise. We will strive to develop a greater sense of belonging in our students as they begin to understand and value their position in the school and wider community.

Evaluation	Funds Expended (Resources)
<p>A staff member attended professional development in engaging culturally diverse community members during term one. This provided her with some essential skills which we will be able to implement after COVID19 restrictions cease.</p> <p>AECG meetings were attended with the addition of support staff from AECG head office during term one, to facilitate improvements in how these meetings were conducted. Unfortunately, due to COVID, meetings are currently suspended.</p> <p>Meet and Greet occurred during week four term one this year. The event occurred from 5-6.30pm on a weekday afternoon and gave our parents and carers the opportunity of visiting children's classrooms and meeting their teachers. An information session was presented in our school hall and each school stage teaching cohort informed parents and carers relevant curriculum information in addition to school procedures and ways in which parents and carers could support their students learning at home. An informal barbeque was also included as part of the evening.</p> <p>Work experience placements continued at our school this year with two Yass High students visiting for this programs during Wednesdays.</p> <p>SRC continues to expand their efforts this year. Several projects have been implemented, sponsoring a child, outdoor clocks and purchasing and delivering "thank you" hampers to various health and medical organisations in Yass.</p> <p>A daily breakfast club is delivered by teachers, parents and carers who</p>	<p>P & C resources</p> <p>Meet n' Greet \$500</p> <p>Professional Development staffing day</p> <p>Education Week staffing \$500</p>

Progress towards achieving improvement measures

volunteer their time and food is donated by community members. This ensures that all students have the opportunity to start their day nourished and ready to learn. Yass Public School serves over seventy breakfasts each day as part of this essential program.

As we were unable to hold an Education Week concert this year our school instead learnt a song and dance called "We're all in This Together". Students and staff performing this piece were then filmed, in class and by air with a drone. The resulting footage was then compiled into a short video clip which was uploaded onto our school P & C Facebook page for our community to enjoy and share.

Community helpers visit our school to assist us in our supported reading programs. They also volunteer during breakfast club one day per week to allow staff to participate in a whole school weekly conference.

Information sessions for prospective families looking at Yass Public to educate their children could not happen in the traditional way. The principal, staff and students were involved in producing a set of videos that we posted online to support families. These videos were very popular and had the added appeal to families that they could re-watch them with their kinder student over and over again. Many parents felt that it eased the transition to school for their child.

Process 2: Communication

To ensure that parents and students are informed about the school's policies, programs and events via a variety of communication methods. The school will collate resources and services from the community for families, students and the school.

Evaluation	Funds Expended (Resources)
<p>Yass Public School utilises a wide range of communication methods to convey information to its school community. This year has seen a wider range of teachers utilising postcards, particularly with COVID 19 limitations, they have been a fantastic method to inform students and their families of positive learning occurring.</p> <p>The Principal's Award and Writing Award has continued and has the impact of maintaining the focus upon positive learning behaviours and effective writing practices. School celebration postcards were sent home to families to keep families informed while we couldn't hold school assemblies.</p> <p>When student at home learning commenced in term one, from week eight, Yass Public School devised an efficient way of communicating with parents and carers. During the increased COVID restrictions which occurred from term one week eight until term two week five, teachers created a roster which allowed them to check in weekly with student families regarding their academic progress and welfare via phone calls.</p> <p>After the period of "at Home learning" which occurred during COVID19, the school executive decided to adjust the formal reporting process to reflect the learning experiences which students had experienced. This simplified report template allowed individual students to be reported upon in English and Maths, in addition to any other significant information about their learning, such as their commitment to learning and social behaviours. Instead of receiving grades A-E they were assessed as being "at", "above" and "below".</p> <p>Kindergarten orientation and transition needed to be rethought for 2020 due to COVID restrictions. A small video was created which examined Best start, literacy and numeracy programs within the school and a basic day in the life of a kindergarten student at Yass Public School. The video was upload to the schools P & C Facebook page. An information pack about the school was available for collection at our front office and informative flyers were sent to</p>	<p>Communicating with parents and carers during Covid \$200</p> <p>Kindergarten Orientation Packs and communication \$200</p>

Progress towards achieving improvement measures

the local preschools.

Process 3: Aboriginal Partnerships

To ensure that Indigenous students and their families feel supported by personalised learning plans. Students will have opportunities to embrace and connect with their culture and their school.

Evaluation	Funds Expended (Resources)
<p>Indigenous Mentoring Group during 2020 continued intermittently in accordance with government COVID restrictions. A staff person was made available to lead the students and during this time the activities were focussed around didgeridoo and clapping sticks (for boys only) and the creation of themed totem poles to be installed within our native garden in 2021. Gugan Gulwan Aboriginal mentors from a Canberra indigenous organisation also visited intermittently during the year as COVID restrictions allowed. When high school students were unable to visit, the totem pole project continued for students of Yass Public School. The impact of the indigenous mentoring group was reflected in the Tell Them From Me Survey which indicated that these students felt an increased sense of belonging due to participating in this program.</p> <p>The Goalhub online goal setting tool which received training at the end of 2019 was implemented during 2020. At this stage it is used by year five and six Aboriginal students at our school. Within the Indigenous Mentoring program sessions these students regularly discussed and assessed personal goals which they wished to achieve and where appropriate, created new ones. Over the year students became more confident in voicing their goals and built stronger connections with their teacher and peers as a result of the process.</p> <p>For Naidoc week in 2020, Yass Public School decided to support the efforts of the Indigenous Literacy Foundation and their work in increasing the literacy levels of Aboriginal children in remote Australian communities. We did this by organising a book swap event, in which students and adults were able to swap a donated book for a gold or silver coin. This had the twofold effect of promoting reading within our school community, in accordance with the focus upon reading being one of our system negotiated targets during 2020 as well as raising local awareness of current Aboriginal issues within our wider community, raising over \$400 in the process. All monies collected were given to the Indigenous Literacy Foundation. The Aboriginal Coordinator applied for a grant to assist in our NAIDOC week celebrations and received \$500 for this purpose. We strengthened connections with our local high school by providing an Aboriginal sports day which allowed high school Aboriginal students to lead sessions in Aboriginal games with primary and infants sports groups. High school Aboriginal leaders increased their self esteem and leadership skills as a result of this process and primary school students learnt some valuable new sports skills. An art competition was held over the weeks leading up to NAIDOC and every student in the school participated in the activity around the 2020 NAIDOC theme poster. Student art efforts from the competition and their assorted art programs for each stage were assembled into an exhibition in our school hall to be viewed during Presentation Day assemblies. These activities had the impact of celebrating Aboriginal heritage and culture within our school and promoting current NAIDOC themes.</p> <p>The Indigenous Leadership award was presented to two students from year six who displayed exemplary leadership skills during their time at Yass Public School. The award was sponsored by Aunty Jeans, an Aboriginal women's group from Yass. This had the additional benefit of forging stronger community indigenous connections.</p>	<p>Indigenous Mentoring Group staffing \$3500</p> <p>Naidoc Week \$1700</p> <p>Goalhub \$500</p> <p>Indigenous Literacy Foundation book swap books \$100</p>

Next Steps

Yass Public School sat our External Validation in 2020. These results then influenced our Situational Analysis for our school to inform our new School Improvement Planning cycle. Our leadership team worked hard to collect data and analyse it to paint a comprehensive picture of our school and its needs moving into the future. The leadership team then consulted with our community to write a comprehensive School Improvement Plan (SIP) that reflected our community input and future needs. Our 2021-2024 SIP will have 3 Strategic Directions and our second one will address Educational Leadership. Within this area we will model instructional leadership and support community engagement and continuous improvement resulting in sustained and measurable whole school positive development.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Staffing \$29,818</p> <p>Resources \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$30 818.00) 	<p>Supplementary teachers are employed to make smaller targeted math and spelling groups. This enables all students to access the learning to meet their individual needs. Students are challenged to apply their learning and have solid understanding of their learning. Many students that need extra support are in smaller classes. This is a school wide program that supports all students including our indigenous students to reach their potential.</p> <p>Students were involved in an indigenous art program. Due to COVID restrictions the planned combined school NAIDOC celebrations could not be held.</p> <p>High school mentor groups happened each fortnight. High school students visited our school and mentored our indigenous students.</p>
<p>Low level adjustment for disability</p>	<p>SLSO Salary \$5474.79</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$27 513.00) 	<p>Students in primary years were able to access the Multilit program to help support their literacy skills. All students that participated in the program made significant growth. This program was taught by our learning support teacher and a teachers aide. The program operated 4 days per week and the tutors discussed progress at the Learning Support Meetings.</p> <p>3 teachers Aides were engaged for half days for 5 weeks at the start of the year. This enables kindergarten students to settle into school for the new year. Kindergarten teachers felt this supported their routines and the establishment of processes in their classrooms. This support was not needed after week 5. This program had many positive outcomes for both Yass families and classrooms that it will be an ongoing support in future years.</p>
<p>Socio-economic background</p>	<p>Staff wages \$40,667</p> <p>Technology \$6000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$46 667.00) 	<p>Our school funded an extra day per week to support our Stage two students and teachers. These classes were extremely large and while there were other programs running in the school to support math and spelling, this program supported our students with general literacy skills. Targeted students were supported both in class and in Intensive literacy class with individual and small group programs that met their needs. All students in this group made growth in both spelling and reading in school data.</p> <p>Extra staff were engaged to teach a spelling mastery program which operated across the school from Year 1 through to Year 6. This program had students from all ages working at their ability levels. The same program was also used to support the learning of numeracy at our school. Extra staff were used to support small math groups that better met the</p>

<p>Socio-economic background</p>	<p>Staff wages \$40,667</p> <p>Technology \$6000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$46 667.00) 	<p>needs of all students. Parents felt that this program better supported their children in math and they were able to catch up at any time with their child's math teacher.</p> <p>Technology in the form of interactive TVs were purchased so that all learning spaces across the school had access to the smart technology. This technology tool is used to support learning on a daily basis and also helps to develop skills for all our students as they confidently develop their use of technology in each of their classrooms.</p>
<p>Support for beginning teachers</p>	<p>Teacher Relief staffing costs \$14,481</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>In 2020 we had one beginning teacher who worked closely with her supervisor to develop a PDP for themselves and planned for at least two observations to strengthen and meet the needs of the teacher identified in the plan. At least one of these observations were with their supervising teacher. Collegial discussions took place pre and post the observation and the documentation became part of their accreditation documentation. The beginning teacher was provided with additional release time to observe other teachers in their classrooms, attend professional development, prepare their evidence for accreditation and annotate their evidence.</p> <p>The mentor teacher worked through online support training modules with their early career teacher, observed lessons as well as was observed teaching in their class. The supervising teacher was given additional release time to mentor and coach their beginning teacher. They also wrote their supporting report addressing the standards for their accreditation for proficiency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	157	163	171	165
Girls	129	135	152	179

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	93.8	92	95.9
1	94.2	95.2	93.1	93.7
2	93.9	94.3	92.9	95.5
3	92.9	93.1	92.5	95.5
4	95.2	92.9	90.9	93.7
5	93.7	94.3	92.9	91.6
6	93.9	93.5	92.2	89.4
All Years	94	93.8	92.3	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	13.12
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	729,777
Revenue	3,044,546
Appropriation	2,964,824
Sale of Goods and Services	16,048
Grants and contributions	62,343
Investment income	1,231
Other revenue	100
Expenses	-2,796,923
Employee related	-2,581,846
Operating expenses	-215,077
Surplus / deficit for the year	247,623
Closing Balance	977,399

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.

	2020 Approved SBA (\$)
Targeted Total	34,763
Equity Total	170,628
Equity - Aboriginal	30,818
Equity - Socio-economic	46,667
Equity - Language	0
Equity - Disability	93,144
Base Total	2,529,347
Base - Per Capita	77,683
Base - Location	20,082
Base - Other	2,431,582
Other Total	191,370
Grand Total	2,926,108

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

A satisfaction survey was conducted at a Meet n Greet afternoon. This afternoon was an opportunity for parents and carers to look in their child's classrooms, talk with their teachers and make connections with other families at Yass Public School.

Of the 228 families at YPS, 108 completed the survey.

When asked if their child feels safe and cared for at YPS, of the 108 responses, 94.4% agreed or strongly agreed.

When asked if their child's teacher has high expectations of their child, 77.7% agreed or strongly agreed, 16.7% were neutral.

When asked if they value the efforts of the staff at YPS, 94.8% agreed or strongly agreed.

When asked if they understand and promote the school expectations at YPS, 94.3% agreed or strongly agreed.

When asked if their contribution to YPS is welcomed and valued, 87.9% of parents and carers agreed or strongly agreed, 12% were neutral.

When asked how likely they were to recommend or promote YPS to others, 96.3% agreed or strongly agreed.

Parents and carers also had the opportunity to comment about different aspects of the school. There were an overwhelming number of parents and carers who felt that YPS is a very welcoming school, that their child loved to come to the school and the environment was safe and nurturing. An overwhelming number of parents and carers also commented on the supportive, dedicated and caring staff who go above and beyond for their child/ren as well as the inclusive nature of YPS and how students are encouraged to reach their full potential.

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.