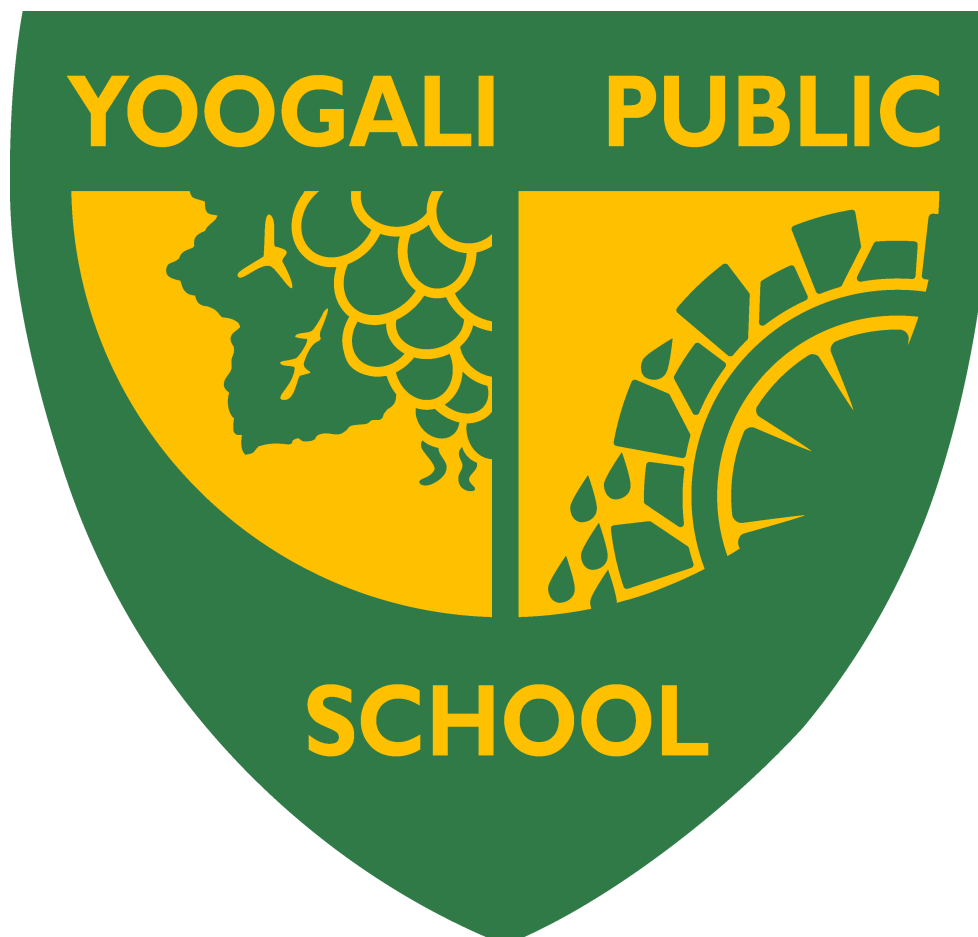


2020 Annual Report

Yoogali Public School



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Introduction

The Annual Report for 2020 is provided to the community of Yoogali 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 Yoogali Public school we are committed to providing all students with a quality education where they are engaged and willing to take risks with their learning.

Students will be successful, confident learners who aspire to reach their full potential in a nurturing environment with dynamic teachers working in partnership with the whole school community.

School context

Yoogali Public School is a small school located in Yoogali village on the outskirts of Griffith in the Riverina. Yoogali PS is a member of the Griffith Community of Schools. The School is classified as TP2 with a teaching principal and two full-time classroom teachers, two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. It currently has an enrolment of 42 children with 2 multi stage classes.

We strive to provide a happy, safe and nurturing environment with clear expectations and challenges for all students. Specific student needs are met with the support of School Learning Support Officers and specialist teachers.

The school is an Early Action For Success school and has the support of an Instructional Leader to foster student learning and raise teacher capacity to improve both Literacy and Numeracy outcomes for children in Kindergarten to Year 3.

To support early learning in our community we have established "Yoogali Young Starters" program which is aimed at enhancing future students' literacy and numeracy skills preparing them for Kindergarten.

The school attracts equity funding to support the needs of students based on;

Socio-economic-background

Aboriginal background

Low level adjustment for disability.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners motivated for success.

Improvement Measures

Increase the proportion of students in the top 2 bands in NAPLAN reading and numeracy results by 2020.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.

Progress towards achieving improvement measures

Process 1: Quality Learning Experiences

Develop staff and student capacity through targeted professional learning, professional discussion, collaboration and the development of explicit systems.

Evaluation	Funds Expended (Resources)
Regular meetings with EAFS Instructional Leader to discuss student data in literacy and numeracy. Teachers have successfully implemented processes for feedback to students to directly improve outcomes in literacy and numeracy. Students have a greater awareness of teacher expectations. Students have a concise and clear understanding of what their learning responsibilities are.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$6227.00)

Process 2: Learning and Support team

Develop and implement a comprehensive system to identify monitor and review student learning needs

Evaluation	Funds Expended (Resources)
Learning and Support team meetings were part of staff meetings where all staff members are encouraged to discuss concerns, collaborate and develop plans for individual student needs. Interventions for targeted students practiced regularly with SLSO-Aboriginal Students. Teaching principal to support classroom teachers in literacy sessions by having smaller groups for writing. Speech therapy visits continued for students with language delays through telehealth services. Students engaged in 21st century learning experiences through continual development of robotics, coding and technology programs across the school. Staff and students knowledge of Google Classroom improved and became well used in the classrooms during the COVID lockdown.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$1917.00)

Next Steps

With a clear focus on improving the quality of the teacher and with the support of the Instructional Leader K to 2, staff have developed an understanding of research informed practice, high impact teaching strategies and data/information analysis to inform their work with all subject areas. This level of support needs to be utilised Years 3 to 6.

Student growth and attainment needs to be focused on to bridge the aspirational gap of the targets but also to benefit on

the foundation laid K to 2 and push students achieving in the middle bands to higher levels rather than plateauing. There needs to be:

- A strong emphasis on embedding quality-teaching practices utilised in English currently K to 2 across to other subject areas and K to 6.
- Using data in teaching and data use in planning as a focus of this strategic direction ensuring teachers clearly understand and develop the full range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice.
- Professional learning to further enhance and grow the capacity of staff in conceptual mathematics understandings and utilisation of the syllabus; learning around high impact teaching strategies and incorporating these to build on opportunities to challenge students in all subject areas; working with school services (LANSA's) other school service staff or a numeracy coach /IL to build mathematical knowledge and pedagogy.
- Opportunities for staff to develop their professional knowledge and understanding through the professional learning offered by schools services - which links with learning progressions.
- Opportunities to collaboratively design learning sequences and embed formative and summative assessment practices.
- Using CESE and AITSL (What Works Best) learning around effective feedback to guide student work with the LANSA's on Formative Assessment to reinforce the Learning Intentions and Success Criteria Work. -student, teacher-student, and teacher-teacher.
- Moving towards implementing learning walks or lesson study to extend the work we have started providing extended opportunities for staff to collaborate and develop feedback strategies and deeply reflect on teaching and learning.
- Using Quality Teaching Rounds (or some form of lesson observation process) to guide conversations and ensure feedback is well structured and supported.

Strategic Direction 2

Teaching

Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers and support staff who are able to reflect on practices to meet the diverse needs of the students.

Improvement Measures

100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.

Progress towards achieving improvement measures

Process 1:

Professional Learning

Build capacity of our teaching team with targeted professional learning that develops pedagogical and syllabus knowledge, and knowledge of research that underpins innovative and effective, instructional practices to develop quality teaching and learning programs and further develop teaching skills.

Evaluation	Funds Expended (Resources)
<p>In 2020, staff worked closely with the Instructional Leader to develop a deeper understanding of the pedagogy of best practice in Literacy and Numeracy. All staff are reflecting on their current practice to implement new teaching strategies into the teaching and learning cycle. The focus of the Instructional Leader has been with the Kindergarten to Year 3 teachers. We now need to work towards a K-6 approach so all staff have access to collaborative discussions.</p> <p>Classroom teachers use three way conferencing to support student needs in the classroom and ensuring open communication with parents. Working together with parents ensures students understand their learning and individual needs are valued. Learning is simplified into specific goals for students ensuring they can be successful. Learning Intentions and Success Criteria are being used K-6, with students and staff becoming more confident in their use to drive improvement.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$167336.00)

Process 2: Quality Learning Experiences

Develop staff skills through professional discussion, collaboration and explicit systems (Early Action for Success).

Evaluation	Funds Expended (Resources)
<p>In 2020, all teaching staff participated in professional learning to strengthen their capacity to broaden knowledge of mathematical literacy and language. Three staff members lead staff in the WWB training and some staff members completed all modules on MyPL. A summary of our findings relating to our school was completed and provided to staff members through Google Drive as a basis for the School Improvement Plan 2021-2024.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6227.00)

Strategic Direction 3

Wellbeing

Purpose

To create a planned whole school approach to student, community and staff wellbeing that supports the needs of all to connect, succeed and thrive in a supportive environment enabling our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Improvement Measures

Decrease in the number of behaviour incidents recorded in the playground behaviour forms.

Improved attendance rates across all grades as measured through SCOUT data which is currently at 91% to remain above state average.

Increase in parental attendance at school events

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Implement and embed Positive Behaviour for Learning practices across the school.

Evaluation	Funds Expended (Resources)
<p>In 2020, Yoogali Public School continued to use their current policy which has a strong focus on promoting positive behaviour. The school is working towards eliminating external rewards especially those rewards that involve food and toys. Lessons will continue especially in the early years that explicitly teach behaviour and the school core values of being Safe, Respectful Learners. As a result, negative behaviour incidents recorded in eBS Central have decreased.</p> <p>Throughout the year there was a strong focus on gratitude and teaching students that we must be thankful and ways of showing this. Students wrote many letters of gratitude to their parents/carers, staff and also to charity organisations that have donated to our school throughout the year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$76398.00)

Process 2: Wellbeing Framework

Develop staff and community knowledge of aspects of wellbeing and the Wellbeing Framework and align policies and practices to the framework.

Evaluation	Funds Expended (Resources)
<p>Staff develop and implement learning experiences using their knowledge of students' abilities and experiences. They provide students with the opportunities they may not otherwise have, this increases student engagement as students have experiences to which their learning can be centered around. Staff have participated in a range of professional learning and worked collaboratively to strengthen practices. Students also have the opportunity to participate in activities outside the classroom to enhance wellbeing through our School Chaplaincy program.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$76398.00)

Next Steps

Wellbeing has been identified below through EV as excelling. Maintaining wellbeing as a strategic direction would enable:

- The planned approach to continue that meets individual learning needs through the collection, analysis and use of

data to drive action including valid and reliable ongoing student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement and to improve learning;

- Continue to build a school wide understanding of effective wellbeing practices to support student belonging. Developing an understanding of dispositions, trauma informed practice and teaching with poverty in mind to develop the skills and expertise teachers need to support the wellbeing of all.
- Revisiting school wide procedures, policies and rules to reflect the needs of our current students and where to next.
- is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential;
- The continuation of positive, respectful relationships between students and staff
- The ongoing promotion of student wellbeing that ensures optimum conditions for student learning across the whole school. Staff need time and contacts with people of expertise in this area in order to support their understanding and develop contextual based wellbeing practices with input from staff, students and the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$24 743.00) 	<p>Provision of additional support for Aboriginal students in Numeracy and Literacy sessions and to support student engagement in the classroom.</p> <p>PLPs developed for each student and Student Learning Support Officer employed for targeted interventions including the support of speech therapy.</p>
English language proficiency	<p>Additional staff</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$7 317.00) 	Funded a part time EAL/D specialist teachers, who use a variety of approaches to support Phase 1 to Phase 3 English language learners. Student Learning and Support Officer also assisted with interventions in the classroom to help support these students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$31 522.00) 	A part time Learning and Support Teacher was employed to work with targeted students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$7 438.00) 	Additional relief from face to face teaching for K-3 teachers used to work with the Instructional Leader to discuss specific areas of concern in literacy and numeracy. The opportunity to embed new practices gained through professional learning (L3). Improve understanding and use of progressions in the classroom.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$76 398.00) 	<p>Kindergarten transition program was delivered resulting in 10 kindergarten enrolments for 2021.</p> <p>Additional class established to enable smaller learning groups for literacy and mathematics.</p> <p>Excursions, travel for sport and swimming lessons for all students were subsidised.</p>
Support for beginning teachers		Not applicable
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$167 336.00) 	The Instructional Leader has improved the outcomes of students by developing collaborative practice with all staff, providing targeted professional learning that improves literacy and numeracy outcomes

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	16	24	22	28
Girls	12	13	13	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	80.9	91.9	92.4	98.6
1	93.5	94.2	93.8	91.9
2	96.4	94.4	93.4	95
3	97.8	93.1	94.7	90.4
4	96.4	93.8	94.7	98.6
5	90	93.5	90	95.4
6	88.4	90.9	93.2	92.9
All Years	91.6	93.1	92.8	94.7
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
Classroom Teacher(s)	1.32
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.33

*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	199,908
Revenue	980,796
Appropriation	957,909
Grants and contributions	22,523
Investment income	363
Expenses	-1,092,503
Employee related	-928,993
Operating expenses	-163,510
Surplus / deficit for the year	-111,708
Closing Balance	88,200

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	61,175
Equity Total	138,516
Equity - Aboriginal	27,377
Equity - Socio-economic	76,398
Equity - Language	3,220
Equity - Disability	31,522
Base Total	513,558
Base - Per Capita	8,418
Base - Location	9,275
Base - Other	495,866
Other Total	211,567
Grand Total	924,816

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

Yoogali Public School used parent forums, parent and staff focus groups, staff responses to surveys and the the student Tell Them From me Survey (TTFM) with students inclusive of Years 4-6. TTFM data over the survey periods shows that our students had greater advocacy at school, expectations of success and sense of belonging than students in the state and similar school groups.

Analysis of the data tells us that the school engagement factors (Quality Instruction 8.9; Positive teacher student relationships 9.5; Positive learning climate 8.5, Expectations for success 9.0) is above the NSW Govt norm. The data also showed that students sense of belonging was 100% and above the NSW Govt norm. Students with positive relationships was also higher than the NSW Govt norm at 95 %. 95% of students also felt they had positive behaviour at school. Overall, data for drivers of student outcomes shows that our students are mostly above the NSW Govt norm in all areas across all grades surveyed (Yrs 4-6). The only area that was below NSW Govt norms was students with positive homework behaviours, (58%).

This year, of our 42 students, 34 parents responded to the Tell Them From Me Partners in Learning survey.

Analysis of the data shows that parent satisfaction is well above the NSW Govt norm. Parents feeling welcome at our school (8.8), with the highest area of satisfaction being that parents feel welcome when they visit the school (9) and that the school administrative staff are helpful (9.2); Parents are informed (8.2), with the highest area being that reports are written in terms parents understand (9.1); Parents support learning at home (8.0); Our school supports learning (8.7) with 9.3 feeling that their child is encouraged to do their best work; Our school supports positive behaviour (8.7).

Teachers take personal responsibility to maintain and develop their professional standards with support of the leadership team. All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for development and continual improvements. Teachers engage in professional learning that is clearly linked to the school plan and the impact of quality teaching and student learning is evaluated. Teachers are involved in lesson observations providing effective feedback to colleagues but it is an area that needs further development in our school.

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.