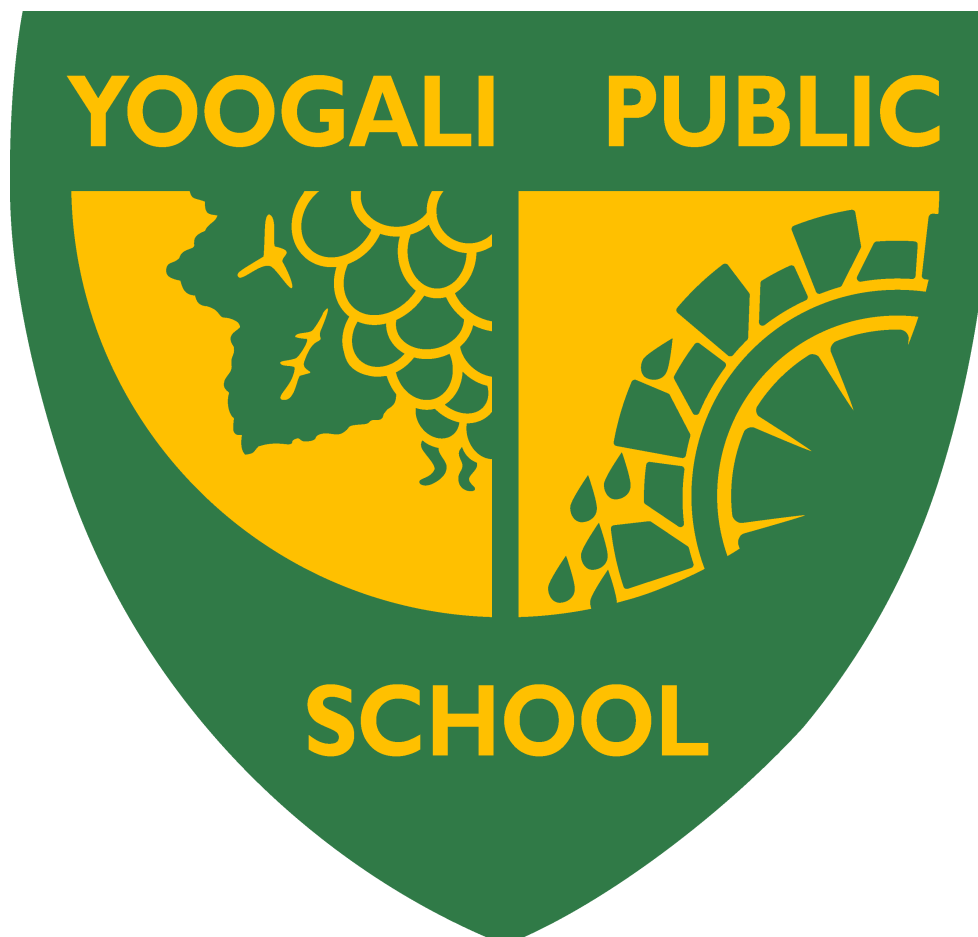


2021 Annual Report

Yoogali Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 quality education where they are engaged and willing to take risks with their learning.

Students will be challenged to become successful, confident learners who aspire to reach their maximum potential in our nurturing, inclusive environment.

Working in partnership with our community, dynamic teachers embed an approach of high expectations and strong cultural connectedness for continual improvement in learning and wellbeing for all our students.

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, one Instructional Leader (0.2FTE) two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. Over the past 3 years the enrolment numbers have stabilised around 40. It currently has an enrolment of 43 children with 3 multi stage learning groups for literacy and mathematics.

Our Aboriginal student population is currently 14% of our total enrolment. Our students are from diverse cultural backgrounds and faiths including Thai, Filipino, Ukrainian, Tongan, Italian and Indian. We have seven EAL/D students. Our FOEI is 164 and our ICSEA 882 in a remote rural setting.

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

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

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students and their families remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing school and student improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will employ explicit evidence-based teaching strategies and embed consistent school-wide practices for assessment and data collection that ensures that the needs of all students are met and differentiated.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Effective Classroom Practice

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$68,605.00

Professional learning: \$3,500.00

Literacy and numeracy: \$1,917.00

Socio-economic background: \$85,150.04

QTSS release: \$7,848.26

Low level adjustment for disability: \$32,068.67

Literacy and numeracy intervention: \$23,544.78

Location: \$10,166.23

Summary of progress

Data Skills and Use

In 2021 we engaged with the Literacy and Numeracy hub to provide a differentiated activities for all students. With the assistance of our Instructional Leader we were able to track student progress and keep a record on our data walls. Our Instructional Leader was able to train classroom teachers in the use of the Interview for Student Reasoning (IfSR) which teachers were able to use and extract valuable data to drive their teaching program.

Our staff reviewed the assessment schedule to determine what data to collect in terms of triangulating data in a K-6 context (multistage classroom), and additionally up-skill our staff in exploring the features within SCOUT, the department's data platform, with a particular focus on student trend data. Time was prioritised for staff collaboration to ensure a consistency in extrapolating and using data for next steps in both professional learning and teaching programs. This collaboration facilitated professional dialogue around the needs of the students - there was a strong common focus and conversation around the students. This helped to value the need of reliable data for school trends (school-based data). The difficulties lay within the disrupted nature of the year and did not allow for a natural flow of professional learning, followed by implementation of teaching practice into the classroom and evaluation and review. The cycle of exploring the data together was not available. The planned outcome was for staff to be more confident in utilising the features of SCOUT to access student data and building school wide practices for consistent approaches to assessment, which would lead to an embedded practice consistent across all staff within the school. All staff completed the professional learning however, needed more regular collaborative practice in the analysis of data, using the features of SCOUT to highlight the trends of student outcomes to make it more meaningful for classroom programs, and to determine what professional learning is still needed. Needs based funding allowed us to employ casual staff, enabling teachers to have additional classroom release facilitating collaborative discussions about data and engage in Professional Learning. As a result staff shared a consistent dialog around targets and were able to reflect and future plan for continual improvement of student outcomes.

In 2022, in this initiative/strategic direction, we will continue to schedule time for staff collaboration in the analysis of data, utilising SCOUT (including professional learning) and additionally, introducing the use of the Reading and Numeracy Guided Data Packages. We will further utilise our Assistant Principal, Curriculum and Instruction to continue to lead professional for staff to provide best practice strategies in literacy and numeracy through the Universal Resource Hub and revisiting What Works Best In Practice. To complement these approaches we will engage in the High Impact Professional Learning framework to ensure focussed evaluation of the impact of our professional learning.

Effective Classroom Practice

In 2021 small class sizes were adopted to increase the capacity of staff to meet the individual learning needs of each student and to tailor differentiation to meet these needs. MultiLit and MacqLit programs were implemented for the students in the primary class and students were provided with daily interventions to increase literacy skills. Additive Strategies was the focus for numeracy professional (PL) learning and follow up implementation and we incorporated Additive Strategies PL into our weekly PL sessions as well as Staff Development Days. The training enriched teacher knowledge and repertoire and using resources from the Literacy and Numeracy Resource hub. Baseline data was captured using the Interview for Student Reasoning (IfSR) assessment and results mapped against the progressions and recorded on PLAN2. Staff collaborated with the Instructional Leader to develop lesson plans, participate in lesson observations and feedback sessions.

In this initiative staff engaged effectively with the Literacy and Numeracy Hub using resources to support student learning in their classrooms. Other staff were given individualised support to assist with accessing appropriate resources for their students and developing programs that target student learning needs. Time was allocated during Professional Learning afternoons to explore and share resources with other staff members and additionally collaborate well and have professional conversations about student performance and wellbeing. These professional discussions helped to determine future targets for students in both literacy and mathematics.

The difficulties encountered to sustain a focus on continuous improvement for both students and staff were due to the ongoing interruptions to normal routines and timetables which did not allow for effective implementation, practice and review of professional learning. Funding was available for casual staff to be employed to release staff from regular classroom responsibilities, however it was often difficult to source available casual staff.

The school was hoping to see growth for each student in literacy and numeracy and increased confidence in approaching their learning. MultiLit and MacqLit underpinned the gains in literacy that students achieved and was evident in the results of the Check in Assessments. In the area of numeracy, there is still scope for increased student growth and confidence and there will be a continuing focus on professional development and implementation to support staff to assist students with their learning.

In 2022 we will introduce the MiniLit program to support the students in Years 1 and 2 who are experiencing difficulty in the area of literacy and this will include professional learning for staff. We will continue to employ Student Learning and Support Officers (SLSOs) to support the ongoing implementation of MultiLit and MacqLit and MiniLit programs. To complement this focus will be the development of a Numeracy Action Plan for K-6 to ensure a whole school consistent focus on numeracy. Additionally, there will be differentiated professional learning for new staff in the use of the literacy and numeracy progressions and the building of effective communities of learning with two other small schools within the Principal Network.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage (%) of students achieving in the top two bands in NAPLAN reading (7.5%) and numeracy (7.5%) from the system negotiated measures	Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage (%) of students achieving growth in NAPLAN reading (5%) and numeracy (5%) from the system negotiated measures.	Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing

Purpose

To create a school where every child is known, valued and cared for enabling them all to connect, succeed, thrive and learn as a result of a planned approach to develop whole school wellbeing system.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement
- High Expectations

Resources allocated to this strategic direction

Aboriginal background: \$27,240.00

Integration funding support: \$62,702.00

Summary of progress

Student Engagement

In 2021 there was a clear focus of professional learning for staff that included Trauma Informed Practice, Positive Living Skills (a Social and Emotional Health Wellbeing program) and a revisit of the Wellbeing Framework. To support this focus of professional learning and guidance, a Wellbeing Coordinator was appointed to support key aspects of the Positive Living Skills program. Aspects of this professional learning was delivered by departmental staff external to the school and also utilised internal staff. Additionally there was a review of attendance procedures and processes and how to promote and reward attendance and adjustments were made as necessary. The school began to embed the idea that school attendance is important and is part of the high expectations of the school. The review of attendance opened up the school's thinking and approaches to rewarding student attendance and broadening the scope of attendance recognition. By including student voice as an integral part of the review, the school was able to understand more deeply how students viewed attendance through this student-centred lens. The interruptions to the continuity of learning for students impeded the progress that had been made in encouraging ongoing attendance and affected the implementation and review of learning taken from the Positive Living Skills program. Additionally the impact of learning from home made it difficult for students to reconnect with the normal routines of school and resulted in students struggling emotionally upon their return to school.

The school was expecting to see the majority of students would be attending the school 90% of the time, however the ongoing interruptions made this difficult to achieve. The school was also hoping to work more closely with the parent body to promote a clear message about school attendance so there was clear consistency of message. The school continues to work towards embedding respectful and positive relationships that are evident everyday within the school through explicit teaching and reflection of schools values and expectations.

In 2022 to follow up on the training in Trauma Informed Practice, our School Chaplain will have a renewed focus on supporting students in the areas of social and emotional wellbeing including everyday life skills. The school will continue to communicate with parents about attendance with a plan to do this more explicitly and regularly through both the school newsletter and social media. In 2022 our wellbeing coordinator will no longer be working at Yoogali Public School and a new staff member will need to be appointed and training completed early in the year.

High Expectations

In 2021 we reviewed the process for sharing student achievement with our families and introduce a new 3 way interview which involved the students. The three way interviews allow teachers to openly communicate goal setting and expectations to parents and students. The school improved partnership with parents, allowing for consistency in the message communicated to both parents/carers and the students. The 3-way interview improved the number of parents engaging in this process as it also allowed flexibility of connection as parents were able to have either face to face interviews or over the virtual meetings by phone link up. The staff were able to provided a clear framework for the 3-way interview which supported all participants in understanding their role. Parent information sessions had been planned however interruptions throughout the semester resulted in the cancellation of this delivery. By implementing this initiative it was hoped that parents/carers were able to support their child's learning at home and make it a more collaborative

partnership. It was hoped that external agencies such as occupational therapy and speech therapy will be taken up by parents where the need exists for the students with additional needs. The success of this initiative included 100% of parents engaged with the classroom teachers during our three way interviews, either face to face or by phone link up. Students were able to set their own learning goals in these meetings and throughout the year reflected on the progress. It motivated the students to continue to improve. It was difficult for some families to access allied health services during the time due to the disrupted nature of the year.

In 2022, in this initiative, we will continue the 3-way interview process. We will change the timeframe of interviews making time in Term 1 to meet with parents/carers and the students in order to build a rapport with new staff members, set the goals collaboratively, and set the expectations clearly. In early 2022 we will have a parents information session for new families so that school expectations and values are clearly communicated. It is hoped that we will be able to have face to face meetings for these information sessions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased percentage of students attending school more than 90% of the time by 2.5% or above.	<p>The number of students attending greater than or equal to 90% of the time was 82.7% indicating progress towards the lower bound target.</p> <p>The overall attendance across the school increased by 1.6%, reaching 96.1%, which is 6.3% greater than the state average.</p>
TTFM wellbeing data (interest and motivation, belonging and advocacy) improves to be at or above the norm for all NSW schools.	<p>79% of students who completed the survey were interested and motivated to learn which was slightly above the NSW norm.</p> <p>71% of students had a sense of belonging which was considerably lower than 2020 where 100% of students felt a sense of belonging and 10% below the NSW norm.</p> <p>Advocacy at school was well above the state norm at 8.9%, where students feel they have someone at school who consistently provides encouragement and advice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,702.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yoogali Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. Continue to employ SLSO 1.0 FTE to assist students with additional learning needs</p>
<p>Socio-economic background</p> <p>\$85,150.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yoogali Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • additional staffing to implement MultiLit and MacqLit to support identified students with additional needs • additional classroom teacher to increase opportunities for targeted literacy and numeracy intervention <p>The allocation of this funding has resulted in: Improved reading, literacy, outcomes for the targeted students. Increased percentage of students in top 2 bands in both reading and numeracy Yr 5 NAPLAN writing is above SSSGs average Yr 5 NAPLAN spelling is above the state average Yr 3 NAPLAN numeracy, reading, writing, spelling and grammar is</p>

<p>Socio-economic background</p> <p>\$85,150.04</p>	<p>significantly above state and SSSGs</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise APC&I to support students through intervention in both and numeracy Continue to provide support for students using the MiniLit, MultiLit and MacqLit programs to develop the literacy goals of our students through employment of fulltime SLSO</p>
<p>Aboriginal background</p> <p>\$28,640.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yoogali Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: All Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$8,352.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yoogali Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are developing confidence and starting to take risks with their language use, as noted in teacher observations and work samples. 80% students are either developing or consolidating level</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$32,068.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Yoogali Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$32,068.67</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs in smaller learning groups. <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team through employment of additional staff through improved collection and analysis of student data and focussed interventions.</p>
<p>Location</p> <p>\$10,166.23</p>	<p>The location funding allocation is provided to Yoogali Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching principal release • subsidising student incursions and excursions to enable all students to participate <p>The allocation of this funding has resulted in: Increased extra curricular opportunities and choices for students through increasing equity of access to participation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation. Employ additional staff to facilitate the teaching principal as an Instructional Leader in classrooms and to lead improvement in literacy or numeracy across the school.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Yoogali Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Office staff being present when teaching principal is on class and attending to parent and student needs. Principal leading learning in classrooms to support both staff and students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>Continue to employ school administrative staff so that the teaching principal can offer support to classroom teachers.</p> <p>Employ additional staff to facilitate the teaching principal as an Instructional Leader in classrooms and to lead improvement in literacy or numeracy.</p>
<p>Literacy and numeracy</p> <p>\$1,917.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yoogali Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <p>Increased percentage of students in top 2 bands in both reading and numeracy.</p> <p>Yr 5 NAPLAN writing is above SSSGs average</p> <p>Yr 5 NAPLAN spelling is above the state average</p> <p>Yr 3 NAPLAN numeracy, reading, writing, spelling and grammar is significantly above state and SSSGs</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will no longer receive these funds from the beginning of 2022</p>
<p>Early Action for Success (EaFS)</p> <p>\$68,605.00</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Yoogali Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader EaFS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in:</p> <p>Increased percentage of students in top 2 bands in both reading and numeracy.</p> <p>Yr 5 NAPLAN writing is above SSSGs average</p> <p>Yr 5 NAPLAN spelling is above the state average</p> <p>Yr 3 NAPLAN numeracy, reading, writing, spelling and grammar is significantly above state and SSSGs</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>the school will no longer receive these funds from the beginning of 2022 with the cessation of the EaFS strategy</p>

<p>QTSS release</p> <p>\$7,848.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yoogali Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing release to engage in professional learning aligned to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Underspend of professional learning funding due to limited access and opportunities for training and development in this area.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase collaboration opportunities for staff through providing additional release including the support of the APC&I</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yoogali Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Increased percentage of students in top 2 bands in both reading and numeracy. Yr 5 NAPLAN writing is above SSSGs average Yr 5 NAPLAN spelling is above the state average Yr 3 NAPLAN numeracy, reading, writing, spelling and grammar is significantly above state and SSSGs Delivery of evidence based literacy and numeracy programs and data driven practices Implementation of strategies that supported targeted intervention for students at point of need in line with identified targets outlined in the School Improvement Plan</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$37,366.59</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$37,366.59</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • providing targeted, explicit professional learning to educators in literacy and numeracy leading the group tuition <p>The allocation of this funding has resulted in: 10 students received explicit intervention in developing basic skills and knowledge in literacy and numeracy The majority of the students in the program achieving significant progress toward their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Providing additional in-class support for students to continue to meet their personal learning goals is a school priority. Continue employment of teachers/educators to deliver small group tuition</p>
<p>Per capita</p> <p>\$10,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Yoogali Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising sporting programs focusing on movement, wellbeing and social skills. • allocate additional resources to support specific programs <p>The allocation of this funding has resulted in: Providing equity of access for all students to participate in sporting and cultural events</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide access for all students to participate in incursions and excursions</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	24	22	28	26
Girls	13	13	14	16

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	92.4	98.6	95.3
1	94.2	93.8	91.9	94.7
2	94.4	93.4	95	92.5
3	93.1	94.7	90.4	94.3
4	93.8	94.7	98.6	96.4
5	93.5	90	95.4	97.3
6	90.9	93.2	92.9	99.3
All Years	93.1	92.8	94.7	94.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	88,200
Revenue	927,081
Appropriation	914,807
Grants and contributions	12,144
Investment income	130
Expenses	-942,026
Employee related	-773,696
Operating expenses	-168,331
Surplus / deficit for the year	-14,945
Closing Balance	73,256

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.

	2021 SBAR Adjustments (\$)
Targeted Total	62,702
Equity Total	154,211
Equity - Aboriginal	28,640
Equity - Socio-economic	85,150
Equity - Language	8,352
Equity - Disability	32,069
Base Total	519,087
Base - Per Capita	10,354
Base - Location	10,166
Base - Other	498,567
Other Total	114,777
Grand Total	850,777

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.

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.

Parent/caregiver, student, teacher satisfaction

The school engages with the whole community in ongoing consultation and feedback opportunities through involvement in the Tell Them from Me surveys, opportunities to participate in the P&C and through engagement with the local AECG.

Analysis of the data tells us that the school engagement factors (Advocacy at school 8.8; Positive teacher student relationships 9.2; Positive learning climate 8.2, Expectations for success 9.4) is above the NSW Govt norm. Students with positive relationships was also higher than the NSW Govt norm at 86% with 100% of students valuing schooling outcomes. The social-emotional outcomes measures were also above state averages; 94% of students had positive behaviours at school and 93% believe they try hard to succeed in their learning. 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, (29%).

Analysis of the data shows that parent satisfaction is well above the NSW Govt norm. Parents feeling welcome at our school (8.0), with the highest area of satisfaction being written information from the school is in clear, plain language (8.5) and that the school administrative staff are helpful (8.5); Parents are informed (6.8), with the highest area being that reports are written in terms parents understand (8.8); Parents support learning at home (7.3); Our school supports learning (7.8) with 8.5 feeling that their child is encouraged to do their best work; Our school supports positive behaviour (8.1).

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.