

# 2021 Annual Report

## Yowie Bay Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Yowie Bay 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.

## School contact details

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## School vision

Yowie Bay Public School strives to develop confident and successful life-long learners, through quality teaching, high expectations and positive wellbeing in a nurturing environment.

## School context

Yowie Bay Public School is situated in the Sutherland Shire, 30km south of the Sydney CBD. The school strives for academic, cultural and sporting excellence offering varied and interesting curriculum to all students.

Our enrolment in 2021 is approximately 417 students who come from an economically diverse community with 18% from non-English speaking backgrounds. There is a strong emphasis on the development of literacy and numeracy skills. Yowie Bay Public School has a well-resourced learning environment offering specialist programs such as Learning and Support, Technology and extra-curricula activities including band, ukulele, choir, sport, dance, debating, public speaking, and environmental and sustainability groups.

A friendly, happy and harmonious environment is maintained through a strong commitment to the wellbeing of all students and enhanced partnerships between staff, parents and the wider community. Our enthusiastic and highly-qualified staff participates in ongoing professional learning in order to provide a quality education and differentiated learning for all students.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan, which involved consultation with students, staff and parents. Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to appropriate learning experiences. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within the school.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

## 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	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success. The school uses collaborative professional learning that builds effective classroom practice and curriculum expertise specifically in literacy and numeracy.

### 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.

- Improving Literacy and Numeracy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$99,300.00

**English language proficiency:** \$25,724.00

**Integration funding support:** \$20,901.00

**Professional learning:** \$32,043.00

**Literacy and numeracy intervention:** \$47,090.00

**Aboriginal background:** \$1,408.00

**Socio-economic background:** \$13,562.00

**Literacy and numeracy:** \$17,715.00

### Summary of progress

In 2021 the school initiated the Instructional Leader Program. Work began with teachers using teaching sprints based on data identifying areas of need. The Learning and Support Program worked with MiniLit, MacqLit and Initialit. Rainbow Reading was continued to strengthen student reading.

The quality of these processes can be evidenced by observable changes in teacher practice as we are at the initiation phase of the strategic improvement plan.

### Impact:

**Are our students growing and attaining in their literacy and numeracy learning?** Data indicates that there was negative student growth in the area of numeracy in Year 5 NAPLAN 2021. Reading growth and attainment were positive.

**What has been the impact of our explicit teaching and feedback in literacy and numeracy for staff and students?** Check-In Assessment data show us that Year 6 have shown an increase of 3.5% in Reading and an increase of 17.1% in Numeracy. Year 4 have shown a 23% increase in Numeracy and a 3.1% increase in Reading.

**Where to next ?** In 2022 the Instructional Leader and Learning Support Programs will be refined and sharpened to ensure student growth.

### 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
To increase the percentage of students achieving in the top 2 bands NAPLAN Reading from 60.16% in 2019 <b>towards</b> our lower bound target of 63.5%.  Upper bound = 68.5%	NAPLAN data indicates an increase in the percentage of Year 3 and Year 5 students in the top two skill bands for reading from 60.16% in 2019 to 62.39% in 2021, indicating progress toward the lower bound target of 63.5%.
To increase the percentage of students achieving in the top 2 bands NAPLAN Numeracy from 48.78% in 2019	NAPLAN data indicates a decrease in the percentage of students in the top two skill bands for numeracy from 48.78% in 2019 to 43.59% in 2021, indicating progress yet to be seen toward the lower bound target of 55%.

<p><b>towards</b> our lower bound target of 55%.</p> <p>Upper bound = 60%</p>	
<p>To increase the percentage of students achieving expected growth NAPLAN Reading from 59.09% in 2019 <b>towards</b> our lower bound target of 68.7%.</p> <p>Upper bound = 73.7%</p>	<p>NAPLAN data indicates the percentage of Year 5 students achieving expected growth in reading increased from 59.09% in 2019 to 61.36% in 2021, indicating progress toward the lower bound target of 68.7%.</p>
<p>To increase the percentage of students achieving expected growth NAPLAN Numeracy from 59.09% in 2019 <b>towards</b> our lower bound target of 65.7%.</p> <p>Upper bound = 70.7%</p>	<p>NAPLAN data indicates the percentage of Year 5 students students achieving expected growth in numeracy decreased from 59.09% in 2019 to 43.18% in 2021, indicating progress yet to be seen toward the lower bound target of 65.7%.</p>
<p>Establish the baseline percentage of targeted students achieving individual learning goals/stage benchmarks so that equity gaps are closing.</p>	<p>MiniLit and MacqLit data indicates 50% of the twenty identified students are now achieving grade based reading benchmarks after 10 months of intervention.</p>
<p>Teachers collaborate in stage teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p>	<p>Weekly stage meetings were held to monitor teaching and learning programs and student progress., including assessments of and for student learning. Whole day planning sessions conducted (Term 2 only) to review assessment data and develop evidence-based teaching and learning programs. Student hand over sessions conducted at the commencement of the school year to ensure all learning needs are communicated to incoming teachers.</p> <p><b>Self-assessment against the School Excellence Framework shows the school currently performing at Effective Classroom Practice - Lesson Planning- Sustaining and Growing.</b></p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups.</p>	<p>Teachers analysed student data, including PLAN, PAT, Check In, internal formative and summative assessments, to develop and conduct Teaching Sprints. Improvement in student learning outcomes was evident as a result of the focus on refining and improving teacher pedagogy.</p> <p><b>Self-assessment against the School Excellence Framework shows the school currently performing at moving towards Learning and Development - Collaborative Practice and Feedback - Sustaining and Growing.</b></p>

## Strategic Direction 2: Data informed practice leading to explicit teaching and differentiation

### Purpose

Our purpose is to build teacher capability to effectively use quality assessment and analyse data so that teaching meets the individual needs of all students. Through differentiation every student will be a successful learner. The school uses systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

### 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 informed practice leading to explicit teaching and differentiation

### Resources allocated to this strategic direction

QTSS release: \$81,958.00

### Summary of progress

In 2021 the school initiated the Instructional Leader program with professional learning on data and assessment. Formative assessment and differentiation were a focus.

The quality of these processes can be evidenced by changes in teacher practice as we are at the initiation phase of the strategic improvement plan.

### Impact:

**What has been the impact of staff skill development in the use of quality assessment, data analysis and differentiated learning for students?** Teachers are routinely using formative assessments to give feedback and to differentiate learning tasks based on student need. Teacher use of data for planning teaching shows improvement.

**Are we building a professional learning community within the leadership team, who demonstrate professional responsibility and support a culture of high expectations?** Teacher feedback and teaching sprint data shows that shoulder to shoulder support, a refined focus on professional responsibility and high expectations are growing. During COVID lockdowns, staff worked together with the executive towards team based goals and quality online learning opportunities for students.

### Where to next?

in 2022 the school will continue to focus on quality assessment and where it can be used to identify the learning and teaching practice that is best to ensure growth.

### 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
Teachers review student assessment data to build consistent and comparable judgement of student learning.	<b>Self-assessment against the School Excellence Framework shows the school currently performing at : Data Skills and Use - Data in Teaching- Sustaining and Growing.</b>
Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	<b>Self-assessment against the School Excellence Framework shows the school currently performing at: Assessment- Formative Assessment- Sustaining and Growing</b>
Teachers differentiate curriculum delivery to meet the needs of students	<b>Self-assessment against the School Excellence Framework shows the school currently performing at Curriculum- Differentiation- Sustaining</b>

<p>at different levels of achievement, including adjustments to support learning or increase challenge.</p>	<p><b>and Growing.</b></p>
<p>Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.</p>	<p><b>Self-assessment against the School Excellence Framework shows the school currently performing at: Effective Classroom Practice - Feedback- Sustaining and Growing.</b></p>

## Strategic Direction 3: Student wellbeing and engagement

### Purpose

Our purpose is to further engage students through strategically planned wellbeing practices that ensure a sense of belonging, and advocacy at school in a high expectations environment. The school will continue to promote social, emotional, behavioural and intellectual engagement by fostering positive relationships across the school community.

### 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.

- Wellbeing and Student Engagement

### Resources allocated to this strategic direction

### Summary of progress

In 2021 PBL and wellbeing groups continued. Students responded positively to online wellbeing activities and wellbeing days.

The quality of these processes can be evidenced by positive changes in teacher awareness practices as we are at the initiation phase of the strategic improvement plan.

#### Impact:

**Are our students expressing an increased sense of positive wellbeing?** In the Tell Them From Me Survey students have expressed a decrease in sense of belonging consistent with state wide declines in this area due to COVID -19. Self Assessment against the SEF shows the school currently performing at Delivering in the elements of Learning Culture, Wellbeing and Student Performance Measures.

**Are regular attendance rates improving for all students, including those at risk?** Attendance rates have improved and the school is above its upper bound target.

**What has been the impact of a high expectations culture, and our HPGE strategies?** This activity has been delayed due to COVID-19 and remains a priority for 2022.

#### Where to next?

The TFI for PBL will be moved to 2022 and there will be continued monitoring of attendance. Wellbeing activities will continue throughout 2022. Focus on High Potential and Gifted Student program implementation and a focus on student sense of belonging through the reinstatement of high engagement activities including sport and the arts.

### 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 with positive wellbeing from 90.94% in 2020 <b>towards</b> our upper bound target of 94.9%.	Data from The Tell Them From Me (TTFM) Survey indicated that there was a 10% decrease in students who had a positive sense of belonging. This could be a result of a long period of learning from home in Term 3 and part of Term 4. The students with positive behaviour at school has remained relatively the same.
To increase the percentage of students attending school greater than 90% of the time from from our baseline of 86.2% <b>towards</b> our lower bound target of 90.4%.  Upper Bound = 95.2%	Attendance data indicates 97.2% of students are attending school greater than 90% of the time, indicating we have achieved our upper bound target of 95.2% attendance.

<p>Establish the baseline percentage of students who achieved in the top 2 bands in NAPLAN, achieving higher than expected growth.</p>	<p>Delay in implementation due to COVID-19. This work to be postponed until 2022.</p>
<p>Teachers identify and acknowledge student progress in learning. The aspirations and expectations of students and parents are known and inform planning for learning.</p>	<p>The TTFM survey indicates that parents felt informed about their child's progress through written reports. Since the beginning of the year 44% of parents had spoken to their child's teacher about their learning or behaviour more than three times. Parents felt that their children were encouraged to do their best work.</p> <p><b>Self-assessment against the School Excellence Framework shows the school currently performing at: Learning Culture- High Expectations- Sustaining and Growing.</b></p>
<p>The school plans for and monitors a whole school approach to student wellbeing and engagement, including Smiling Minds, a review of PBL, and Tell Them From Me Survey results.</p>	<p>100% of teaching staff delivered lessons in Positive Behaviour for Learning and Smiling Minds wellbeing programs to all students.</p> <p><b>Self-assessment against the School Excellence Framework shows the school currently performing at: Wellbeing- Planned approach to Wellbeing- Sustaining and Growing.</b></p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,901.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yowie Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funded students received individualised support and curriculum differentiation allowing them to participate and successfully learn in mainstream classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This use of funding will continue to support funded students.</p>
<p>Literacy and numeracy</p> <p>\$17,715.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yowie Bay Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staff development in the teaching of literacy and numeracy resulting in enhanced student reading specifically in decoding texts.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will be used to familiarise staff with the new K-2 English and Mathematics syllabus In 2022.</p>
<p>Socio-economic background</p> <p>\$13,562.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yowie Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement phonics programs through learning and</li> </ul>

<p>Socio-economic background</p> <p>\$13,562.00</p>	<p>support initiatives to support identified students with additional needs</p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students who were supported through MiniLit and MacqLit showed significant growth in their decoding skills in reading. Students at risk of disengagement were individually supported through program differentiation and resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to support students needing socio-economic support.</p>
<p>Aboriginal background</p> <p>\$1,408.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yowie Bay 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> First Nations students supported through their pathways learning plans in consultation with families. Whole school cultural awareness programs supported through curriculum inclusions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to support First Nations students through the learning and support program.</p>
<p>English language proficiency</p> <p>\$25,724.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yowie Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students requiring English language support were Identified and supported through the Learning and Support Program resulting in progress specifically in writing and phonics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to support the Learning and Support Program in 2022.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$99,300.00</p>	<p>students at Yowie Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of a School Learning and Support Officer</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students were supported in their learning and behaviour achieving success in mainstream programs. Data shows clear academic growth of students who had the individualised support of an SLSO and Personalised Learning Programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to support students through SLSO and LaST programs to implement Personalised Learning Programs.</p>
<p>QTSS release</p> <p>\$81,958.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yowie Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice leading to explicit teaching and differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teaching sprints data shows significant improvement in student literacy and improved staff teaching practice. Year 6 have shown an increase of 3.5% in Reading and an increase of 17.1 % in Numeracy. Year 4 have shown a 23% increase in Numeracy and a 3.1% increase in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Instructional Leader role will continue to support professional learning and student growth in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yowie Bay Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning and support data shows strong growth for students supported through the program and individualised learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue funding to be used to support extra learning and support teacher time in 2022.</p>
<p>COVID ILSP</p> <p>\$47,199.91</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> MacqLit data collected through the program shows strong student growth from intensive support by COVID ILSP teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This program has been continued in 2022.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	244	242	235	228
Girls	210	199	208	189

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.1	96.3	96.8	96.1
1	95.4	94.2	96.9	95.1
2	94.2	93.6	95.2	94.9
3	95.3	93.4	95.4	94.6
4	95.5	95.2	95.7	93.8
5	94.3	94	97.3	95.1
6	95	92.1	96.3	95
All Years	95.1	94.2	96.2	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

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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)	4
Classroom Teacher(s)	14.1
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.62

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	272,212
<b>Revenue</b>	3,817,621
Appropriation	3,501,861
Sale of Goods and Services	127,799
Grants and contributions	187,375
Investment income	387
Other revenue	200
<b>Expenses</b>	-3,992,453
Employee related	-3,339,146
Operating expenses	-653,307
<b>Surplus / deficit for the year</b>	-174,832
<b>Closing Balance</b>	97,381

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	20,901
<b>Equity Total</b>	139,994
Equity - Aboriginal	1,408
Equity - Socio-economic	13,562
Equity - Language	25,724
Equity - Disability	99,299
<b>Base Total</b>	2,943,469
Base - Per Capita	109,207
Base - Location	0
Base - Other	2,834,262
<b>Other Total</b>	222,606
<b>Grand Total</b>	3,326,970

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Student Survey

In 2021 Yowie Bay Public School surveyed students in Years 4-6 using the *Tell Them From Me - Student Outcomes and School Climate Survey*.

The survey noted that there is a 10% decrease in student positive sense of wellbeing with Sense of Belonging being a priority area rated 14% below the NSW Government norm. This trend is consistent with schools impacted by COVID-19 and learning from home.

Importantly students reported that they had positive behaviour at school and were slightly above the NSW Government norm for this measure. The schools mean for students who were victims of bullying is substantially below the state mean showing that schools anti bullying strategies are having a positive impact (NSW Government norm 36% school mean 25%).

Students positively reported that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. This is evidence that our school priority around explicit teaching and feedback is having an impact and is visible to our students.

The measure where students feel they have someone at school who consistently provides encouragement and can be turned to for advice is at the NSW Government norm, and this is a positive measure. Students identified that school staff emphasising academic skills and holding high expectations is an area for future focus.

Student levels of perseverance where they pursue goals to completion, even when faced with obstacles, is a strength rated above the NSW Government norm (95% positive responses). This contrasts with students positive growth orientation where students are below NSW Government norms on setting goals for themselves and aiming to do their best.

During learning from home students were positive about the resources and feedback from their teachers and rated their learning experiences and feeling connected as areas of concern.

The survey showed that the drivers of student outcomes, Expectations of Success and Advocacy at School are school strengths, Sense of Belonging has trended down since 2020 and this along with maintaining strong social emotional connections will remain school priority.

## Teacher survey

In 2021 Yowie Bay Public School surveyed teachers using the *Tell Them From Me 'Focus on Learning'* survey. 26 teachers responded to the survey. The survey investigates the eight drivers of student learning. Teacher responses were overwhelmingly positive and show an increasing, positive trend over the past three years. The school was rated by teachers as above NSW Government norms on all eight drivers.

Leadership was rated highly with a strength being the way the leadership team creates a safe, orderly school environment while also supporting teachers during stressful times. Teacher collaboration is a strength where teachers share lesson plans, materials and discuss assessment strategies with each other.

The learning culture of the school is strong where teachers report that they monitor the progress of individual students while having high expectations for student learning.

The use of data to inform practice is a school priority and teachers rated that they use data from assessment tasks to inform their lesson planning while using assessments to understand where students are having difficulty. This is evidence that the school's professional learning in Data Use and Skills is having a positive impact. Similarly, teachers state that when they present a new concept they link it to previously mastered skills and knowledge.

Teachers reported that technology is used positively to support learning and to help students overcome personal barriers to using interactive technology. An area for future focus is allowing students to use interactive technology to track their academic goals and setting student goals to increase their technology skills.

Teachers establish clear expectations for student behaviour and strive to understand the learning needs of students with additional needs. Teachers reported they work with parents to help solve problems that interfere with a child's progress.

Teachers reported that the school is above NSW Government norms in all four of the dimensions of classroom and school practices. Teachers provide visible and challenging goals, plan learning opportunities that involve an intentional transfer of skills and knowledge, provide quality feedback that guides attention and effort while also supporting students

to overcome obstacles.

During learning from home teachers were positive about the school support, resources and they felt prepared. Connection to the school and other staff was an area of concern.

Teachers identified that the leadership team are leading improvement and change and clearly communicate the strategic vision and values of the school. The school plans to continue to build a positive staff culture as a strong collaborative teaching team builds student learning outcomes.

### **Parent survey**

In 2021 the school surveyed parents using the *Tell Them From Me - 'Partners in Learning'* parent survey. A small sample of 34 parents responded to the survey. The survey may not be indicative of the opinions of the full parent population.

From the small sample who responded, parents identified feeling welcome and having an opportunity to speak to the principal as areas of concern however they felt they are well informed about school activities and written information from the school is in clear plain language.

Parents were positive about the school report being written in language they can understand, however they would like to know more about their child's social and emotional development. Most parents stated they talk with their child's teacher about their child's learning two or three times a year.

Parents were positive about how they supported learning at home and encourage their child to do well. They identified how vital it is for parents to talk to their child about how important school work is.

Parents would like to see teachers take more account of their child's needs, interests and abilities and for teachers to have high expectations that their child will succeed. They can see that the school supports positive behaviour and they look forward to more extracurricular activities once COVID-19 settings allow.

Parents reported that they would like to continue to see behaviour dealt with in a timely manner and a strengthened continuation of the way the school deals with bullying. They also report they would like to see an even more inclusive school with opportunities for students who learn at a slower pace.

Parents reported that the preferred methods of communication were informal and formal meetings with written communication by text, newsletter or email. During learning from home parents were pleased with the resources provided but felt student learning and school contact proved challenging.

On a school custom measure 82% of parents felt they can help their child with mathematics homework and more home learning resources could be provided.

The school has identified it needs to consult and survey parents more broadly to capture opinion and build engagement across the community.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.