

# 2021 Annual Report

## Yarrawarra Public School



4298

# Introduction

The Annual Report for 2021 is provided to the community of Yarrawarra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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## Message from the principal

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2021 has been another unique and challenging year for us here at Yarrawarra but I am extremely proud of the resilience and commitment that our students and staff have continued to show. My absolute deep-felt thanks to our wonderful parent and community body who have supported us despite all the challenges we have faced. We hope that the year sees out the lockdowns and that 2022 will be back to some normalcy.

This year we have continued our shift in the way that we teach literacy and numeracy, backed by the most current evidence-based research. Our students have loved our new programs and we have been very pleased by the positive academic results that we are already witnessing.

Student wellbeing is always a priority at Yarrawarra Public School. After an expression of interest process, I am pleased to announce that Mrs Kirsten Boon will be coordinating the "Got It" program in 2022 and Mrs Christie Davis will be coordinating our Zones of Regulation lessons and hopefully our CARE groups once Covid restrictions allow. Got It will provide our staff and community with professional learning opportunities to increase our understanding and skills in supporting students' emotional wellbeing and mental health. Mrs Linda Greening and a team of staff have also been working on bringing the "Be You" program to YPS this year. These initiatives coupled with our Positive Behaviour for Learning approach (led by Mrs Thomas and Mr Kingham) will ensure that student wellbeing is well catered for and prioritised at Yarrawarra in 2022.

YPS is extremely fortunate to have such a hard-working and committed P&C. I thank everyone involved in continuing to bring great experiences and fundraisers to our school, despite the difficult year we have had. Events such as State of Origin donut day, Mothers' Day stalls and Fathers' Day cupcakes of course provide fundraising to purchase much needed resources for our students but are also outstanding in contributing to our sense of community. Congratulations to the P&C on another successful year and thank you for your commitment to our students and our school.

I honestly could not be prouder of the students at Yarrawarra. From working so hard through a pandemic to their kind and friendly greetings in the playground, they always strive to uphold our REACH values of Responsibility, Excellence, Acceptance, Cooperation and Honesty.

We are extremely fortunate as a school to benefit from the dedication of our exceptional staff. To my teachers, executive, SAS staff, GA, and Counsellor - I sincerely thank you. Thank you for all that you do for the students and community of Yarrawarra. Thank you for not only pulling through but exceeding my expectations in another challenging year. You are deeply valued, and our students are lucky to have you.

We farewell some members of staff at the end of 2021 due to retirement. To Ms Fay Prideaux and Mrs Leanne Jordan thank you for being integral members of the YPS family, for the hours you have dedicated to our students and school. We will miss you and wish you every success in that wonderful next journey into retired life.

Thank you to the whole Yarrawarra Public School family for another great year. It is a privilege to be principal of this beautiful school and I am looking forward to the many exciting events and learning opportunities already being planned

for 2022.

Thank you for your contributions to our beautiful school this year. May you have a relaxing summer break and all the best for another great year in 2022!

Kyleigh Nash

Principal

## School vision

The Yarrawarra Public School learning community values the individuality and wellbeing of each student. Through high expectations, evidence-based practices, explicit teaching and a knowledge-based curriculum, we provide educational excellence and develop the potential of all students.

## School context

Yarrawarra Public School was established in 1969 and is built on the traditional lands of the Dharawal speaking people. Yarrawarra PS has a student population of 241 and is organised into 10 classes. Our school has a strong emphasis on sustainability and the environment, enjoying a native bush setting and close knit community.

Our students are taught by dedicated teachers with high expectations, who work collaboratively to create a learning community that focuses on continuous improvement. Teachers use evidence-based practices school-wide and address the target areas of literacy and numeracy through explicit teaching and an engaging knowledge-based curriculum. As a learning community we are collaboratively working to ensure we are delivering a unified vision for teaching and learning across the whole school.

Teachers have a deep understanding of cognitive load theory and teach a knowledge-based curriculum. They are continuously upskilled through in-depth professional learning to ensure our pedagogical practices are based on current research. Continual monitoring of student performance data determines our areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Children are at the centre of all decision making. Each student is valued and cared for by all members of the school community and supported to ensure they meet their potential. Staff nurture professional relationships with students which are safe, respectful and supportive. We are a Be You school where staff are trained in helping children achieve their best possible mental health. Our PBL program creates a positive learning environment for all students and supports our school values Be Safe, Be Respectful, Be an Active Learner. Our school has a supportive and nurturing school culture that fosters confident and resilient learners whereby positive and respectful relationships thrive. Students are motivated to deliver their best for continual improvement.

All classrooms across the school are fitted with the latest interactive whiteboards; "CommBoxes" and access to quality technology to enrich learning and allow all students to develop the high level of technological skills expected of school leavers. We have a well-resourced STEM flexible learning space to ensure that every child has access to resources that engage and extend students in the study of STEM.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

With high expectations, effective data use and evidence-based practices, we will attain a positive trend in value-added NAPLAN results and students will meet or exceed expected growth in Reading 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.

- Data Use

### Resources allocated to this strategic direction

**Integration funding support:** \$186,696.00

**Low level adjustment for disability:** \$82,478.28

**Literacy and numeracy intervention:** \$35,317.17

**Literacy and numeracy:** \$1,440.00

### Summary of progress

At the start of 2021 we identified a need to focus on improving teacher practice and school-wide evidence-based programs in Reading. This focus drove our professional learning and was our priority with moving towards our school vision. To support this, led by initiatives in SD1, we created a Data-Analysis team and a comprehensive schoolwide assessment schedule. Additionally, we reviewed the LST system, bringing in new assessments that identified areas of need at a whole school and individual student level.

The Data-Analysis team was established in Term 1, 2021. The team's purpose was to build the capacity of all teachers to regularly and effectively analyse data to guide teaching. Throughout 2021 the team created multiple systems to track and analyse data. This data was used at a macro level to guide whole school decisions and measure our progress against our targets. Unfortunately, due to COVID, this team was unable to meet and meaningfully embed the systems across the school.

In 2021 the executive team worked together to create the schoolwide assessment schedule. Two professional learning sessions were held to get staff input and then to share the finished document. The assessment schedule brought together all our assessments that were used in the classroom and in the learning support team. This document helped us to refine our assessments and ensure they were focused on meaningfully tracking student learning and informing teaching.

Across 2021 the LST Coordinator initiated many new programs. Intervention programs including MiniLit, MultiLit and MacLit were implemented in small group settings and differentiated to cater to student needs. The learning support team utilised data to develop plans that ensured the progress and achievement of equity groups, including Aboriginal and Torres Strait Islander students, funded students and High Potential and Gifted (HPGE) students.

Next year, in this strategic direction, we will reform the data analysis team comprising of one member from each Stage team. This team will focus their attention on creating systems and processes to collect and meaningfully analyse data, with a focus on reading, in line with our SD2 focus. During professional learning sessions, we will upskill all staff to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

We will continue to refine our assessment schedule and our LST processes to ensure they are data-driven, communicated school-wide and focus on improving student outcomes.

### 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 2 bands of NAPLAN reading to be above the	NAPLAN data indicates minimal growth from our baseline data.

system-negotiated target baseline.	
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target.	NAPLAN data in 2021 indicates that the percentage of students in the top 2 bands in numeracy, declined from our baseline data.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline.	The percentage of students achieving expected growth in reading increased to 62%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline.	The percentage of students achieving expected growth in numeracy decreased indicating progress yet to be seen toward the lower bound target.
School Excellence Framework (SEF) indicates improvement in data use in planning focus areas.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
SEF indicates improvement in Value-add, Student growth and Internal and external measures against syllabus standards focus areas.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Value-add, Student growth and Internal and external measures.

### Purpose

By building a whole-school, integrated approach to quality, high-impact teaching, curriculum planning and delivery, we will establish a learning community focused on continuous 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.

- Continuous Improvement

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$5,821.99

**Low level adjustment for disability:** \$8,950.09

**Professional learning:** \$18,014.13

**School support allocation (principal support):** \$9,953.67

**Aboriginal background:** \$6,765.30

**QTSS release:** \$49,892.51

### Summary of progress

Our focus for 2021 was on the use of highly effective evidence-based teaching practices to improve phonics across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

All teachers were supported by professional learning, run by Jo-Anne Dooner and 24/7 online learning modules, to upskill their knowledge and understanding in Synthetic Phonics. Baseline data was captured using diagnostic assessments, tracking sheets, best start, phonics screeners, phonological awareness assessments, PAT testing, check-in data and consistent teacher judgement. The data identified a need to focus on the Fab 5, starting with Phonological Awareness and Phonics.

Morning Routine, Guided Reading sessions, Get Reading Right and Spelling Mastery programs support explicit teaching in these areas. Intervention programs including MiniLit, MultiLit and MacqLit were implemented in small group settings and differentiated to cater to all students' needs. Teachers implemented change through incorporating successful evidence-based teaching programs into whole school Core Programs and Scope and Sequences.

Professional dialogue on synthetic phonics teaching strategies drawn from the evidence-base was a focus across the school to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Stage teams regularly and consistently discussed and collaborated with each other during stage meetings and RFF days to create, plan and deliver explicit, evidence-based programs using the knowledge gained from this professional learning.

At the end of each writing unit, stage teams conducted an Unaided Writing Task as a form of diagnostic assessment. The staff used the conclusions drawn from the Unaided Writing Task analysis to inform Scope and Sequence and teaching programs. Each stage team collaboratively developed their writing scope and sequence as part of the Core Program. Stage teams backward mapped to inform planning in Morning Routine and English.

Throughout the year, the executive team have engaged in professional learning using a variety of platforms. Areas covered in this professional learning included; resourcing, budgeting, data discussions, staff and student wellbeing, curriculum, community engagement and school planning. The expanded executive team have participated in the Shadow Mentorship program to build their capabilities and expertise in leadership roles within the school.

Next year, we will work with staff to extend our focus to include fluency and comprehension across the school. We will establish a process to provide staff with feedback to refine the implementation of their teaching and learning Core programs relative to improving students' fluency and comprehension because this follows the reading skill sequence of the Fab 5. We know through our data analysis that fluency is impacting on student's comprehension in literacy and numeracy. We will continue to review and refine the explicit teaching of synthetic phonics in Reading. The executive team will continue to engage in professional learning to refine and upskill their knowledge and understanding to best support the Principal.



## 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
School Excellence Framework (SEF) indicates improvement in explicit teaching and literacy and numeracy focus areas.	A whole school approach in literacy and numeracy ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers implemented change through incorporating successful evidence-based teaching programs into whole school Core Programs and Scope and Sequences. Effective methods in explicit teaching programs are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. The evidence-based programs introduced consistently across the school include; synthetic phonics, Spelling Mastery, writing, Prime Maths, JEMM and EMM, MiniLit and MacqLit. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.
School Excellence Framework (SEF) indicates improvement in Curriculum provision, teaching and learning programs, and differentiation focus areas.	<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Students' learning and courses of study are monitored longitudinally (PAT, school check in, phonics screener, best start, unaided writing, learning progressions) to ensure continued challenge and maximum learning.</p> <p>Teaching and learning programs are dynamic, showing evidence of revisions based on feedback and reflection on teaching practices, consistent and reliable student assessment including observations, and continuous tracking of student progress and achievement.</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Teachers are beginning to involve students and parents in planning to support learning, and share expected outcomes.</p>
School Excellence Framework (SEF) indicates improvement in High expectations culture focus areas.	The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. PDPs are discussed with supervisors and principal. Through Stage team RFF, stage meetings, department meetings and whole school meetings, staff are provided with support and consistent teacher dialogue to build the professional development of staff in areas addressed in their PDPs. This time is also used to provide feedback, collate and analyse student data to drive teaching and learning programs. Student wellbeing is also discussed and how we can cater to each student's social and emotional wellbeing.

## Strategic Direction 3: A planned approach to wellbeing

### Purpose

In developing whole-school wellbeing processes, we will support the cognitive, social, emotional, physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn.

### 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.

- Connectedness Initiatives

### Resources allocated to this strategic direction

**Aboriginal background:** \$7,565.00

**School support allocation (principal support):** \$5,603.00

**Socio-economic background:** \$18,058.99

**English language proficiency:** \$2,455.50

**Low level adjustment for disability:** \$3,485.51

### Summary of progress

Our focus for 2021 was a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. After reviewing current wellbeing processes and data, the school developed school values and clear behaviour expectations in consultation with the whole school community. In Term 1, we introduced the students to Positive Behaviour for Learning (PBL) and explicitly taught the behaviour expectation matrix for the outside settings. In Term 2, we introduced the students to the classroom behaviour expectation matrix. After returning to face-to-face learning in Term 4, our positive reward system using Burrabucks was implemented through the school. Focusing on the reinforcement of the positive behaviour expectations set in outdoor and indoor settings.

In Term 4, the PBL team recognised a need develop a common language in social/emotional wellbeing across the school. Zones of Regulation was identified as a program that would cater and support to all students needs. All students are now using the language of the Zones of Regulation and showing evidence of having more control over managing their emotions.

Got It and Be You Teams were created to bring together the whole school community to contribute to developing a positive, safe and supportive learning culture.

Parent information workshops were provided to parents on Synthetic Phonics, Decodable Readers and Numeracy. Two options to access these workshops were provided - face to face and online. These workshops resulted in strengthening parent participation in their child's education through providing information to support their child's progress.

The school created an Attendance Officer position to follow up on daily attendance and develop an attendance policy. A flow chart was created to ensure consistency in roll marking and monitoring of student attendance across the school. The ensure students felt valued, postcards were designed to show how much we miss students when they are absent from school.

Staff engaged in professional development to build the capability of staff to understand and develop teaching strategies for the cross-curriculum priority area: Aboriginal and Torres Strait Islander Histories and Cultures. During this professional learning participants engaged with culturally specific content and resources to support their knowledge and understanding of Aboriginal histories and cultures. Staff were able to learn strategies to confidently embed Aboriginal perspectives and content in their teaching and learning programs. Staff are in the process of composing their own Acknowledgment of Country. The school employed an Aboriginal SLSO to run cultural specific activities and learning experiences in the school to promote Aboriginal education for all students and improve connectedness for our Aboriginal and Torres Strait Islander students. These included; Yarn Up and Koori Club. This initiative has resulted in increased parent participation.

During remote learning, the school's focus was on student, staff and family wellbeing. Two wellbeing days were planned to take pressure off families. In the last week in Term 3, we held a wellbeing week called Spring into Spring. Families were engaged in fun activities throughout the week.

Next year, in this initiative/strategic direction, we will review and refine The YPS Way Program to be implemented in the

first two weeks of 2022. The Wellbeing Policy will continue to be updated to reflect current policies and practices. In early 2022, we will refine and update the classroom behaviour ladder and develop a school wide behaviour flowchart for the playground. The student achievement flowchart is currently being revised and updated and will be implemented early 2022.

In 2022, it is planned to hold the events and programs that were delayed due to Covid. This will include; the PBL and mascot launch, PBL signage, Koori Club, Yarn Up and lunchtime activities.

Staff will receive further professional development and be surveyed to determine the families that will be selected for the Be You and Got It program. The Got It and Be You Programs will be implemented in 2022.

PBL will continue to be a major focus for the whole school community. Behaviour data and attendance will be monitored regularly and reward days will be implemented for positive behaviour.

Staff will continue to engage in professional learning around PBL, social and emotional learning, Zones of Regulation, attendance data and Aboriginal Education.

### 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 attending school more than 90% of the time to be above the system-negotiated target.	The number of students attending school more than 90% of the time has increased from 94.25% in 2020 to 95.17% in 2021.
TTFM wellbeing data (advocacy, belonging, expectations) improved to 90.2%	The TTFM data reports shows a 4% increase in advocacy from 2019 to 2021 (91%-95%), a 2% increase in belonging from 2019 to 2021 (79%-81%) and expectations for success from 2019 to 2021 has remained at 97%.
School Excellence Framework (SEF) indicates improvement in a planned approach to wellbeing focus areas.	The school has collected, analysed and used data in Sentral including valid and reliable student, parent and staff TTFM surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The school has introduced and implemented the first year of Positive Behaviour Learning (PBL) to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The implementation of PBL will continue to be refined in 2022. 'Got It' and 'Be You' social and emotional programs have been postponed due to Covid, but will be prioritised and implemented in 2022.
School Excellence Framework (SEF) indicates improvement in classroom management focus areas.	A school-wide approach to effective and positive classroom management is evident through the introduction of PBL. Support is provided to teachers where needed, ensuring optimum learning. A behaviour ladder was introduced throughout the school to ensure consistent language, focusing on the reinforcement of the positive behaviour expectations set in outdoor and indoor settings.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,696.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yarrawarrah 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>• Data Use</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>• implementation of targeted intervention programs to support differentiated teaching and learning</li> <li>• intensive learning and behaviour support for funded students</li> <li>• social skills and playground programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of SLSOs to support students in the implementation of IEPs so that students with additional needs are supported in classrooms and the playground.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to allocate these funds to support targeted students with the implementation of their individualised education plans.</p>
<p>Socio-economic background</p> <p>\$18,058.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yarrawarrah 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>• Connectedness Initiatives</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 social skills development programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities and other school activities involving additional costs, such as excursions and incursions</li> <li>• equitable access to specialist resources, such as MultiLit, MaqLit and MiniLit resources</li> <li>• employment of external providers to support students with additional learning needs including employing a speech pathologist one day per week</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of SLSOs to support students with social skill development, IEPs and Behaviour plans were written for identified students requiring a differentiated program to support them in their learning, assisting families with some of the costs of schooling including supporting families with the purchasing of school uniforms, workbooks and equipment, attending excursions, incursions and camps, and extra-curricular opportunities, speech pathologist assessed referred students and provided reports to parents / teachers and provided therapy as required.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to allocate these funds to support students and families as required.</p>

<p>Aboriginal background</p> <p>\$14,330.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yarrawarrah 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>• Connectedness Initiatives</li> <li>• Continuous Improvement</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 deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• professional learning for staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students identifying as Aboriginal and/or Torres Strait Islander have a Personalised Learning Pathway. Events held to increase community consultation and engagement to support the development of cultural competency across the school, including the development of a "Yarn Up" program. An Aboriginal Student Learning Support Officer was employed and ran many cultural programs including Yarn Up, students and the school writing a personalised Acknowledgement of Country and Koori Club. Aboriginal Education resources were also purchased and staff participated in a variety of professional learning courses, including Connecting to Country.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued professional learning for staff, supporting the development of PLPs and increased opportunities for community consultation and engagement. Further resources to support Aboriginal Education will be purchased in 2022.</p>
<p>English language proficiency</p> <p>\$2,455.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yarrawarrah 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>• Connectedness Initiatives</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</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> Identified EALD students provided with support from the Learning and Support Teacher in the classroom to advance academic achievement and English language knowledge and skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to allocate these funds to support identified students with the implementation of support programs and differentiated</p>

<p>English language proficiency</p> <p>\$2,455.50</p>	<p>instruction in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$94,913.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Yarrawarrah 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>• Data Use</li> <li>• Connectedness Initiatives</li> <li>• Continuous Improvement</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 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 School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention, MiniLit, MultiLit, MacqLit &amp; Spelling Mastery to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students identified as requiring learning, behavioural or emotional adjustments had an Individual Education Plan. These plans were created in consultation with parents, the student, the class teacher and the Learning Support Coordinator. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school employed a Learning Support Coordinator and SLSOs to work with targeted groups focusing on literacy and numeracy needs. A speech pathologist was also employed to work with identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. We will continue to employ a speech pathologist.</p>
<p>Literacy and numeracy</p> <p>\$7,261.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yarrawarrah 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>• Data Use</li> <li>• Continuous Improvement</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>• online program subscriptions to support literacy and numeracy</li> <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>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Stage 1 teachers conducting the phonological awareness screener for Year 1 and using this assessment data in programming, implementing explicit</p>



<p>Literacy and numeracy</p> <p>\$7,261.99</p>	<p>and systematic programs to improve student learning outcomes in literacy and numeracy including: JEMM/EMM, PR1ME, Spelling Mastery, Get Reading Right, Heggerty's. Teachers participating in professional learning around these new literacy &amp; numeracy programs. Funding resources for these new literacy and numeracy programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to use these funds to implement further professional learning for staff, further resourcing and continued support for assessments to inform teaching and learning programs.</p>
<p>QTSS release</p> <p>\$49,892.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yarrawarrah 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>• Continuous Improvement</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</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> Succession building - The expanded executive team participated in the Shadow Mentorship program to build their capabilities and expertise in leadership roles within the school. The executive team will use executive release in leading and embedding the school plan and quality teaching programs to achieve set targets.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Next year some QTSS funds will be allocated to providing observation and demonstration times to teachers to further enhance quality teaching across the school. QTSS funds will still be used for executive release and succession building per the continuous improvement component of the SIP and there will be a greater focus on providing effective feedback to all teaching staff to continually improve practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yarrawarrah 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> <ul style="list-style-type: none"> <li>• Data Use</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 an instructional leader to support the delivery of evidence-based literacy programs and data driven practices</li> <li>• employment of learning support teacher and coordinator to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• additional time provided to teaching staff to write and review quality IEPs for students requiring intervention and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Evidence-based literacy programs being delivered effectively by teachers. High quality learning support practices and procedures to support student</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>learning in literacy and numeracy. Improved IEPs for students and greater involvement of parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to allocate these funds to employing an instructional leader, learning and support teacher / coordinator and funding the IEP process to support student learning in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$85,549.83</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/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Four groups of students participating in MacqLit reading intervention 4 times per week for 45 minutes focusing on phonemic awareness, phonics, blending, segmenting, text reading and ongoing assessments. 26/27 students experienced success on the MacqLit program with an improvement in the number of words read correctly per minute. A withdrawal group of Year 2 students occurring 3x per week for 60 minutes using the PR1ME mathematics program. 11 / 11 students made progress in learning foundation mathematics concepts. 10/11 students entered the intervention with limited/basic mathematics skills and knowledge according to PAT scale scores in Term 1. 10/11 demonstrated growth, as determined by their Term 4 PAT score. MiniLit reading intervention delivered to Year 1 and Year 2 students 4 x week for 60 minutes each session. Each lesson explicitly taught phonemic awareness, phonics, decoding, blending, segmenting, levelled text reading, assessment. 22/22 students demonstrated growth in phonemic awareness, segmenting and blending (Heggerty's). 22/22 students demonstrated phonic and decoding skills (Phonics Screener). 21/22 students demonstrated improved wcpm (WARL) when compared to Term 1 initial assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will allocate these funds to employing SLSOs in 2022 as SLSOs have now had professional learning in implementing these small group interventions in 2021. The SLSOs will continue to support targeted students, based on assessment data, to provide differentiated teaching and learning intervention programs to support those students demonstrating that they were disadvantaged by the remote learning period.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	149	158	139	126
Girls	146	135	127	119

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	95.9	95.7	97.1
1	95.1	96.4	93	95.3
2	94.2	95.4	93.1	96.1
3	95.1	94.5	93.6	95.3
4	95.1	95.2	93.4	94.7
5	94.6	95	94.1	93.6
6	95.6	94.9	94.9	94.3
All Years	95.1	95.3	94	95.1
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)	3
Classroom Teacher(s)	8.27
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	211,499
<b>Revenue</b>	2,759,404
Appropriation	2,578,018
Sale of Goods and Services	222
Grants and contributions	169,999
Investment income	365
Other revenue	10,800
<b>Expenses</b>	-2,657,907
Employee related	-2,353,454
Operating expenses	-304,453
<b>Surplus / deficit for the year</b>	101,497
<b>Closing Balance</b>	312,996

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>	165,962
<b>Equity Total</b>	129,759
Equity - Aboriginal	14,330
Equity - Socio-economic	18,059
Equity - Language	2,455
Equity - Disability	94,914
<b>Base Total</b>	1,941,656
Base - Per Capita	65,573
Base - Location	0
Base - Other	1,876,083
<b>Other Total</b>	161,159
<b>Grand Total</b>	2,398,536

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

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

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

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

- \* Parents Feel Welcome - YPS 7.1 / NSWDoE 7.4
- \* Parents are Informed - YPS 6.8 / NSWDoE 6.6
- \* Parents Support Learning - YPS 6.3 / NSWDoE 6.3
- \* School Supports Learning - YPS 7.6 / NSWDoE 7.3
- \* School Supports Positive Behaviour - YPS 7.9 / NSWDoE 7.7
- \* Safety at School - YPS 7.2 / NSWDoE 7.4
- \* Inclusive School - YPS 7.1 / NSWDoE 6.7

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

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

- \* Students with positive behaviour at school - YPS 97% / NSWDoE 83%
- \* Students who are interested and motivated - YPS 65% / NSWDoE 78%

Drivers of student outcomes as reported by our students show:

- \* Students who are victims of bullying - YPS 20% / NSWDoE 36%
- \* Students have advocacy at school - YPS 8.2 / NSWDoE 7.7
- \* Expectations for success - YPS 8.4 / NSWDoE 8.7
- \* Effective learning time - YPS 8.2 / NSWDoE 8.2

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

- \* Leadership - YPS 7.4 / NSWDoE 7.1
- \* Collaboration - YPS 8.3 / NSWDoE 7.8
- \* Learning Culture - YPS 8.6 / NSWDoE 8.0
- \* Data Informs Practice - YPS 8.2 / NSWDoE 7.8
- \* Teaching Strategies - YPS 8.7 / NSWDoE 7.9
- \* Technology - YPS 7.3 / NSWDoE 6.7
- \* Inclusive School - YPS 8.7 / NSWDoE 8.2
- \* Parent Involvement - YPS 7.7 / NSWDoE 6.8

# 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.