

# 2022 Annual Report

## Yass Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Yass Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Yass Public School

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## School vision

Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We hold high expectations for our students and teachers and promote a positive safe environment where every student is known, valued and cared for.

## School context

Yass Public School is a rural school located in the South West of the state. We are situated in Yass which has a town population of over 18 000. We have a student population of 350. The school culture is that of pride, rich traditions and inclusivity. Our students have developed a sense of belonging and deep care for all. Family is valued and the individual is celebrated. Our families and the wider community work together and support the school to promote continual improvement and adapts to meet the changing needs of the community.

At Yass Public School we believe that every student should be challenged to live rewarding lives and be engaged with their community. They should be supported with their learning and develop a continual improvement mindset which will support them in life. We support the development of the whole student with a focus on wellbeing, student academic growth and social understanding.

As our community changes so too do our students and families. We have an increasing number of EALD students, as families move from the major cities to our growing rural town. We have pockets of low socio-economic areas as well as many farming families which have recently experienced drought and natural disasters. There is increasing demands within our district on health and service industries and therefore the school is seen as a hub for accessing many of these services. We have been challenged to provide services within our school for school counselling. We have had to adapt and develop a wellbeing role within our staff to address the increasing student population with mental health issues and rising anxiety as we support our students' individual needs.

Our school community and wider community is very supportive of Yass Public School, and we have an active P & C group which meets monthly and fundraises to support many projects within the school. We work hard to foster caring and supportive relationships with families and have open lines of communication between school and home. We regularly seek parents' perspective on their aspirations for their children and their satisfaction of Yass Public School..

As a rural school we are committed to providing opportunities to develop the whole child and foster a love of learning and creativity within our school. We are part of the Binit Binit learning community and work together with ten schools to support students in writing camps, performance concerts, dance workshops and interschool science fairs. PSSA sports carnivals in cross country, swimming and athletics are annual events and opportunities to represent in a wide range of sports across our region. Leadership opportunities for students are offered in sporting house captains and our Student Representative Council. We have a very successful buddy program for our new kindergarten students which promotes leadership, empathy and smooth transitions to school. We also run a buddy reading program, whereby older students support and encourage younger students to read and share books.

Our situational analysis has identified reading across our school as an area for development, this will also support our students to improve writing. We have developed maths small group instruction and students grouped to best meet their point of need learning. Student wellbeing has also been highlighted as an area for development in terms of supporting students to access services they need in a small rural community. We are also working towards consistency across our school in promoting positive behaviours and analysing student learning data to plan for learning experiences that meet the individual needs of our students.

Our school is well resourced and has both beautiful well-maintained grounds and buildings as well as a team of enthusiastic and dedicated teachers and support staff. We continually struggle with the lack of physical learning spaces to support programs within the school, for teachers to work as collegial groups and spaces to support visiting specialists to support students. Our classrooms are looked after but are small and our student numbers are growing. We have a very well-resourced maths program which has had continual positive results in student data. This program is supported by extra teachers, dedicated curriculum time in our school timetable and resource allocation.

Yass Public School has developed significant partnerships within our community. Our service clubs have donated time and funds to support our breakfast program and resources and spaces to hold leadership events. Local businesses and services have been instrumental in supporting student programs and our students have also had an impact in our community in supporting health workers and our aged population to help promote citizenship and partnerships of support. We have a mentoring program with our community which matched students with external mentors who support the students and their academic and social growth. Yass High School has partnered with our school to provide our Indigenous students with mentors from the high school to develop identity and foster a growing cultural awareness.

Yass Public School has an Aboriginal student population of 6% this year, but this fluctuates 10% in any year. We have participated in many programs external of our school to support our Indigenous students including the Centre for Effective Reading and the Indigenous Reading Program. We have an across stage team that plans and monitors the learning experiences and analyse the success of these programs. We have a Support teacher allocation of 3 days per week but also add to this to provide a comprehensive support strategy into our school using the Learning support team to identify, plan and monitor for the success of all students that require additional support.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

### 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.

- Effective Classroom Practice in Numeracy
- Effective classroom Practice in reading
- New K-2 Curriculum - Numeracy
- New K-2 Curriculum - English

### Resources allocated to this strategic direction

**Aboriginal background:** \$15,814.00

**English language proficiency:** \$2,400.00

**QTSS release:** \$56,425.85

**Location:** \$12,000.00

**Literacy and numeracy:** \$9,708.00

**Literacy and numeracy intervention:** \$36,200.00

**Per capita:** \$20,500.00

**Professional learning:** \$16,380.00

**Socio-economic background:** \$5,423.00

### Summary of progress

During 2022 we focused on improving classroom practice in reading and numeracy K-6. Over the course of the year teachers engaged in Professional Learning in the teaching of phonological awareness, phonics and writing. This year further professional learning familiarised staff with the new K-2 English and Mathematics Curriculum in order to commence implementation in 2023. Extensive professional learning undertaken by staff in 2021 was embedded into daily practices across K-6. These included: Effective Reading strategies, fluency assessments, vocabulary and spelling strategies and whole school programming alignment. Continued professional learning in research-based teaching and learning practices was undertaken throughout the year, with this informing ongoing teacher planning and classroom practices.

Implementation of new learning was and continues to be highly successful due to the commitment of staff across all grades. Additional support by the Director, Educational Leadership, further enabled focused and effective teaching and learning across the school. Challenges were encountered in providing consistent professional learning due to staffing shortages.

The impact of these activities has resulted in a whole school approach to programming, providing consistency across all grades. Staff capacity has been enhanced, with beginning teachers being highly supported and mentored. Systems and processes which were established in 2021 and further embedded throughout the year have enabled the consistent collection, monitoring and analysis of student data in order to best plan for student learning at point of need. Explicit teaching strategies, systematic structuring of daily programs and consistent expectations for learning have benefited student engagement and well-being.

In 2023 our focus will be to:

- \* Implement and embed the new K-2 English and Mathematics Syllabus
- \* Begin the familiarisation process of the new 3-6 English and Mathematics Syllabus.
- \* Continued improvement of assessment and collection of data systems and processes.

### 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
<p>READING</p> <p>A minimum of 47.3% of year 3 and 5 students will achieve in the top two bands in NAPLAN reading.</p>	<p>In 2022 we did not achieve our system negotiated target of 47.3% of Year 3 and 5 students in the top two bands in NAPLAN reading. School-based data indicates we are on-track to achieve our target in 2023.</p>
<p>NUMERACY</p> <p>A minimum of 50.3% of year 3 and 5 students will achieve in the top two bands in NAPLAN numeracy.</p>	<p>In 2022 we did not achieve our system negotiated target of 50.3% of Year 3 and 5 students in the top two bands in NAPLAN numeracy. School-based data indicates we are on-track to achieve our target in 2023.</p>
<p>READING</p> <p>A minimum of 65.2% of students achieve expected growth in NAPLAN Reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NUMERACY</p> <p>A minimum of 58.3% of students achieve expected growth in NAPLAN Numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

## Strategic Direction 2: Learning and Wellbeing

### Purpose

To foster a school culture which is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. We will have a strategic and planned approach to developing a whole school wellbeing process that supports all students so that they can connect, succeed, thrive and learn.

### 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.

- High Expectation Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$58,642.05

**Aboriginal background:** \$10,550.00

**Low level adjustment for disability:** \$101,228.00

**Integration funding support:** \$130,823.00

**COVID ILSP:** \$85,746.00

**Per capita:** \$68,444.00

**Professional learning:** \$6,300.00

### Summary of progress

During 2022 our focus was an improvement on student attendance through making positive connections with families in our school community. Mentoring programs involving both teachers and community members facilitated engagement with students in order to further support school attendance and well-being. Yass Public School's Breakfast Club operated throughout the year ensuring all student began the day with a nourishing meal. Social skills groups assisted students to learn and develop many aspects of their social and emotional well-being. The Aboriginal Perspectives Group streamlined processes, facilitated professional learning such as Cultural Awareness training and created opportunities for Aboriginal students to engage in their culture and school community. Throughout the year, initial work has been undertaken on developing our school behaviour strategy in line with new policy. Our Positive Behaviour for Learning (PBL) program supports this strategy as it frames our planned and responsive approach to student well-being across the school.

Our activities within this strategic direction heavily support our student well-being. The appointment of a Well-being Coordinator drives the student well-being agenda in our school through the development of strong relationships with students, families and staff. Challenges were encountered in providing consistent student welfare support due to staffing shortages and families and staff have found it difficult to manage attendance due to post pandemic anxiety.

The impact of these activities has resulted in high levels of student engagement, resilience and ability to focus on the learning. Staff have been supported with quality systems and programs to further facilitate whole school well-being practices. Community engagement has been valued by the school and is evidenced by higher parental involvement in school activities. Community feedback indicates an appreciation of practices leading to an inclusive school culture.

In 2023 our focus will be to:

- \* Strive to support emotional, cognitive and cultural well-being in all students through quality programs and practices.
- \* Familiarise and implement the High Potential and Gifted Education (HPGE) policy.
- \* Strengthen transition processes for students across all transitions points.

### 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



<p>Increase the % of students attending 90% of the time to the lower bound system negotiated target.</p>	<p>The percentage of students attending 90% or the time has not reached the lower band target of 84%.</p>
<p>Enhance student wellbeing at Yass Public School so that a greater % of students are moving toward the lower bound system negotiated target of advocacy, belonging and high expectations.</p>	<p>Yass Public has moved beyond the lower bound system negotiated target of advocacy, belonging and high expectations.</p>

## Strategic Direction 3: Educational Leadership

### Purpose

The principal and the school leadership team model instructional leadership and support community engagement and continuous improvement resulting in sustained and measurable whole school positive development.

### 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
- Community engagement

### Resources allocated to this strategic direction

**Location:** \$10,956.00

**School support allocation (principal support):** \$20,462.00

**QTSS release:** \$9,883.16

**Beginning teacher support:** \$50,248.00

**Professional learning:** \$3,863.00

### Summary of progress

During 2022 we focused on collaborative practice in order to build capacity of all staff to deliver consistent, quality teaching and learning practices which align with syllabus requirements and the school's Strategic Improvement Plan (SIP). This year Collaborative Instructional Groups were created to distribute leadership opportunities across the school, develop leadership skills and build a succession plan of future leaders. This ensures practices are sustainable and ongoing. Processes and systems were created to support Early Career Teachers to further develop their skills and build their resilience during the first years of their teaching careers. Over the course of the year teachers engaged in Professional Learning around teaching and learning, well-being practices and mandatory training.

Community engagement was enhanced through events such as Grandparents day, Education Week celebrations, public speaking competition, school play, sporting carnival and school fete. Additional broader community access points were implemented through the mentor program and breakfast club.

Our practices within this Strategic Direction were developed in response to student, staff and community need. Whilst planning was implemented, ongoing activities were adjusted accordingly. Challenges were faced in the scheduling of professional learning, covering classes and supporting our Early Career Teachers due to staffing shortages.

The impact of these activities has resulted in quality development of future leaders, Early Career Teachers have built an extensive evidence base to complete their NSW Education Standards Authority (NESA) registration at Proficient Teacher level. All staff have been supported to maintain their teaching accreditation requirements. Community feedback indicates improved communication and a willingness to engage in the opportunities provided by the school.

In 2023 our focus will be to:

- \* Continue to provide differentiated opportunities to build the capacity of all staff.
- \* Recognise and develop leadership potential within the school to facilitate succession planning.
- \* Broaden community access points for school engagement and strengthen the communication strategies.

### 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
The school will move from 'commencing' to 'developing' in key practices 1 and 4 of the Instructional	The school has moved from commencing to developing in key practices 1 and 4 of the Instructional Collaboration Matrix.

Collaboration Matrix.	
The school will be demonstrating 'building' descriptors in Dimension 7: Participation of the Strengthening Family and Community engagement matrix.	The school demonstrates building descriptors in Dimension 7: Participation of the Strengthening Family and Community engagement matrix and has therefore reached the school determined target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,823.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yass 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>• High Expectation Culture</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>• Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> <li>• Intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$64,065.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yass 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>• Effective classroom Practice in reading</li> <li>• High Expectation Culture</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>• Resourcing to increase equability of resources and services.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• Professional development of staff to support student learning.</li> <li>• employment of additional staff to support K-2 Curriculum implementation and purchase resources to support both curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Numeracy NAPLAN results in year 5 achieving above state and statistically similar school groups (SSSG) Year 5 NAPLAN Reading similar to SSSG Year 5 demonstrated a lift in Writing from a raw score 456 in 2021 to 462 in 2022 All staff were released to work on the first 5 micro modules of both the numeracy and literacy K-2 syllabus. Year 4, 5 and 6 performed better than the state in Numeracy Check in Assessments. Year 4 performed better than the state in Reading in Check in assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage the literacy and numeracy support teacher to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional wellbeing teacher, to focus on improving</p>

<p>Socio-economic background</p> <p>\$64,065.05</p>	<p>our attendance rates and supporting student wellbeing across all stages..</p>
<p>Aboriginal background</p> <p>\$26,364.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yass 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>• Effective classroom Practice in reading</li> <li>• High Expectation Culture</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> <li>• Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. All classes have developed their own Acknowledgement to country and all units of work have embedded Aboriginal perspectives within them. Mentoring relationships are being developed with young Aboriginal students at the high school to help support transition programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engaging a literacy and numeracy focused support teacher to deliver differentiated and personalised support to Aboriginal students. Providing opportunities to support teachers to develop their understanding of culture and our local community. To further develop the mentoring relationship between primary and high school Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yass 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>• Effective classroom Practice in reading</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, Teachers looked at student data, including student English language proficiency using the Literacy progressions, and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To capitalise on teacher confidence and their capacity to design integrated</p>

English language proficiency \$2,400.00	<p>writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
Low level adjustment for disability \$101,228.00	<p>Low level adjustment for disability equity loading provides support for students at Yass 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>• High Expectation Culture</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>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. The school will have access to increased Learning Support in 2023 to support students and teachers. The program will work to improve student learning, well being and attendance.</p>
Location \$22,956.00	<p>The location funding allocation is provided to Yass Public School to address school needs associated with remoteness and/or isolation.</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>• Effective classroom Practice in reading</li> <li>• Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subsidising student excursions to enable all students to participate.</li> <li>• Incursion expenses</li> <li>• Technology resources to increase student engagement.</li> <li>• Student assistance to support excursions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased numbers of students going on school camp because it was affordable and school was able to individually support some families to access the school camp in years 3 to 6. Furnishing and fitting out a new building at our school for students, teachers and the community to use.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation. To develop networks of support for teachers across schools.</p>
Professional learning \$26,543.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Yass Public</p>

<p>Professional learning</p> <p>\$26,543.00</p>	<p>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>• Effective classroom Practice in reading</li> <li>• High Expectation Culture</li> <li>• Continuous Improvement</li> <li>• Community engagement</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>• Engaging a specialists and online professional learning to unpack evidence-based approaches to teaching Numeracy and English exploring modeled, interactive, guided and independent activities that support the What Work Best Themes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of English and Mathematics,. This resulted in improved student results reflected in the data collected at a school. level. Teachers were supported to develop deeper understanding of trauma informed practices and how to support students in their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalized and targeted professional learning in the form of mentoring and co-teaching to support deep knowledge of the new K-2 Curriculum. Using PL time for teachers to connect and have rich discussions around analysis of data and programming at point of need.</p>
<p>Literacy and numeracy</p> <p>\$9,708.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yass 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>• Effective classroom Practice in reading</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>• Literacy and Numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• Targeted professional learning to improve literacy and numeracy.</li> <li>• Staff training and support in literacy and numeracy.</li> <li>• Teacher release to engage staff in phonics training and literacy and Numeracy micro modules.</li> <li>• Purchasing of literacy resources such as quality picture books for guided and shared instruction.</li> <li>• Updating reading resources to meet the needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the average benchmark level in Kindergarten from 9 to 13 an increase in the average Year 1 benchmark level from 17 to 21 and a 20% increase in Stage 1 students participating regularly (weekly) in the home reading program. Teachers employed to support maths teaching in the school. Classes were designed to meet students at their point of need. Classes were extended and supported with smaller students numbers because of the extra. teachers. Year 5 Naplan results are above the stage average and check in data is at or above the stage average for numeracy in years 4, 5 and 6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will be timetabled with extra professional learning time to have rich discussions around data analysis with colleagues as well as engage with quality PL to support the K-2 Curriculum in Mathematics and English.</p>



<p>QTSS release</p> <p>\$66,309.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yass 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>• Effective classroom Practice in reading</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>• Assistant principals provided with additional release time to support classroom programs.</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> <li>• Supplementation of an extra Assistant Principal , to support leadership and support in each stage.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Analysis and plan using data in a fortnightly cycle using our new expertise of an AP C&amp;I role.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yass 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>• Effective classroom Practice in reading</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>• Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2021 to 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$85,746.00</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 2022.</p>



<p>COVID ILSP</p> <p>\$85,746.00</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>• High Expectation Culture</li> <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>• Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• Providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN 2 .</p> <p>Students in stage groups were targeted to improve writing, reading or phonological awareness. Pre and post data was collected and all students showed growth in the target literacy area.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	171	165	172	172
Girls	152	179	180	176

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.0	95.9	90.1	86.0
1	93.1	93.7	93.2	84.4
2	92.9	95.5	91.0	88.2
3	92.5	95.5	93.0	86.0
4	90.9	93.7	91.7	86.2
5	92.9	91.6	91.0	84.6
6	92.2	89.4	91.7	84.7
All Years	92.3	93.7	91.7	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	13.17
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	996,558
<b>Revenue</b>	3,494,074
Appropriation	3,399,591
Sale of Goods and Services	1,135
Grants and contributions	87,758
Investment income	5,241
Other revenue	350
<b>Expenses</b>	-3,345,618
Employee related	-2,944,489
Operating expenses	-401,129
<b>Surplus / deficit for the year</b>	148,456
<b>Closing Balance</b>	1,145,014

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	136,521
<b>Equity Total</b>	194,058
Equity - Aboriginal	26,364
Equity - Socio-economic	64,066
Equity - Language	2,400
Equity - Disability	101,228
<b>Base Total</b>	2,641,228
Base - Per Capita	88,943
Base - Location	22,956
Base - Other	2,529,329
<b>Other Total</b>	219,483
<b>Grand Total</b>	3,191,291

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

61 families completed our parent satisfaction survey in February. This survey was sent home to families and also available on the meet and Greet afternoon in February 2023.

Of the families surveyed, 93% felt their child's literacy needs were being met and 98% of families felt their child's numeracy needs were being met. 96% of families felt supported by the wellbeing programs offered to their children. 100% of families felt comfortable working with the school to support their child with their learning. 100% of families felt they had the knowledge and support of our school to cater for their child's learning needs.

There were many strengths identified by families but overwhelming support was identified as the sense of community the school has, the good communication systems in place and the caring supportive staff. Parents liked the transparent behaviour guidelines that our PBL programs has, the inclusive nature of our school and the range of opportunities on offer for our students.

The suggestions for improvement were also very thought provoking. Some are already on our radar like a Canberra excursion for Stage 3. It was highlighted by our parents that they would like to simplify teachers work load and minimise administration and bureaucracy so we can get back to teaching. Some are great ideas that we can bring to our SRC and some ideas we felt we are doing already but obviously we are not getting to all families so we will continue publicise the support we offer families. .

# 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.