

2022 Annual Report

Yeoval Central School



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Yeoval Central School, we inspire all to be responsible, respectful and cooperative learners.

Working together to achieve and grow.

Together we INSPIRE.

Together we LEARN.

Together we ACHIEVE.

School context

Yeoval Central School is a comprehensive K-12 school with 101 enrolments. 29% of students identify as Aboriginal. We are proudly located on Wiradjuri land.

Our stated values of respect, responsibility and cooperation permeate throughout our school.

The school's vision is to inspire all to be responsible, respectful and cooperative learners, working together to achieve and grow.

Our students bring with them a respect and understanding of the diversity of backgrounds that exists among them. We encourage our students to demonstrate high expectations of themselves and their peers academically, emotionally and socially. Tolerance, resilience and an appreciation of their opportunities underpin student behaviour, character and achievements.

An advantage of having a small rural setting is that it allows for all students to be known, valued and cared for by our diverse and dedicated staff.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, Trundle and Tullamore Central Schools as part of the Western Access Program. School-based apprenticeships and traineeships have had proven success with students completing Year 12. Wiradjuri language and Stage 5 electives are examples of an expansive curriculum available in such a small school. An alternative curriculum model exists in Stage 4 with an emphasis on project-based learning. K-6 students are encouraged to be self-reliant, resilient and autonomous learners.

Our expectations of learning and behaviour are high, ensuring all students strive to achieve their personal learning goals. Support structures include Year Advisors, Transition Advisor, Wellbeing Leader, Youth Worker, Learning and Support Teachers, and a School Counsellor. Teachers support each other in the areas of technology, literacy, numeracy, and evidence-based teaching practices.

Students experience a nurturing, future-focused K-12 learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our Transition Advisor, who works with students from pre to post school. Students are supported in alternative post-school options outside of the traditional transition points, including TAFE, apprenticeships, traineeships, and employment.

The school provides social and emotional support through our Wellbeing model, encompassing resilience training and Positive Behaviour for Learning (PBL). We have a strategic and holistic approach to wellbeing supported by our Wellbeing Leader, Year Advisors, Youth Worker and School Counsellor. There are strong links with Allied Health providers for individual students. The Yeoval Central School Wellbeing model also provide support for our local families and the wider community.

Our varied extra-curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service, performing arts, hospitality, public speaking, and leadership. A newly appointed Activities Coordinator will ensure that these opportunities are meaningful and beneficial.

We have strong community partnerships that create dynamic opportunities for engagement with our local preschool, aged care facility, Red Cross branch, Community Health staff, local farmers and business owners. Our school facilities support local extra-curricular opportunities such as dance and exercise classes, providing opportunities for students and community members to engage in regular structured physical activity.

Our excellent facilities include an upgraded administration area, large Primary classrooms, a Trade Training Centre for Metal and Engineering, a commercial kitchen space, a fully equipped gym, an Agricultural farm, an undercover multipurpose court, and large playgrounds with two fixed play equipment areas. Our Learning Centre is a flexible space adapted to facilitate activities that encourage creative and critical thought. We have a robust wireless network, and students support the BYOD (Bring Your Own Device) program, using collaborative learning tools to complement their learning.

After extensive consultation with the school community in 2020, the 2021-2024 Strategic Improvement Plan will focus on:

- improving student growth and attainment by building staff capacity in data analysis and high impact teaching strategies
- wellbeing and engagement practices, that allows all members of our school community to connect and thrive

Our aspirational targets embed our high expectations as we proudly celebrate the learning that occurs within and outside the classroom. Staff, students and community at Yeoval Central School are working together to inspire, learn and achieve.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To build staff capacity in supporting individual student progress by using effective data analysis that drives high impact teaching and learning practices.

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.

- Use of Data to Inform Practice
- Aboriginal Education
- Learning and Teaching
- Western Access Program

Resources allocated to this strategic direction

Aboriginal background: \$28,581.21

Professional learning: \$850.00

Low level adjustment for disability: \$45,968.40

Literacy and numeracy: \$6,620.04

QTSS release: \$7,469.87

Location: \$24,502.54

Summary of progress

During 2022, activities were conducted to support the following initiatives: Aboriginal education, Learning and Teaching and Western Access Program.

A self-funded APC&I K-12 was funded where the school's vision for learning and focus areas for literacy and numeracy were determined, but the implementation of this was impacted by staff shortages. Professional learning was conducted to support the needs of teaching and non-teaching staff in the classroom, this included the use of evidence-based resources provided by the Department of Education with NAPLAN data being used to inform the explicit teaching in literacy and numeracy. Curriculum, Pedagogy and Assessment (CPA) meetings are held on a weekly basis in faculty groups where staff engaged in professional dialogue with each other about student learning and literacy needs.

During 2023 these meetings will see an increased engagement with student data to inform future planning for instruction.

With the school's focus on Aboriginal Education, students continued to participate in weekly Wiradjuri language lessons. The YCS Aboriginal Education team (consisting of members from the whole school community) met twice a term to support the learning of students. YCS's Aboriginal Learning and Engagement Centre (ALEC) supported the learning and attendance needs of our Aboriginal Students and professional learning included working with the Aboriginal Education and Wellbeing Advisor and the Aboriginal Community Liaison Officer to develop student Individualised Learning Pathways was undertaken. Staff and students consistently used YCS's Acknowledgement of Country which was collaboratively written by students and staff.

In 2023 staff will undertake further professional learning and On Country experiences to strengthen their understanding and connection with Aboriginal culture. The Aboriginal Education Team will review data from the ALEC and make recommendations to support its success.

In the initiative of Learning and Teaching, there was a focus on professional learning in the teaching of evidence based practices within numeracy and literacy. CPA meetings provided the opportunity for teaching staff to further their understandings and plan the implementation of concepts delivered across the entire school. Induction and beginning teacher support successfully assisted our new teachers and beginning teachers.

2023 will see a greater focus on numeracy and a continued focus on literacy to support student learning. CPA meetings and supervision in 2023 will focus on the implementation of the teaching strategies to show a sustained practice. Peer observation practices will resume in 2023 with a focus on teacher induction as there will be a higher than usual turn over of staff.

The Western Access Program (WAP) engaged in the use of data to collaboratively inform planning, the identification of interventions and improved teaching practices. Embedded within this was the research of best practice that was implemented into virtual teaching through WAP and this was supported by Professional learning to support the

understanding of data and the ongoing monitoring and reporting. of curriculum and policy.

Overall in 2023, we will review our internal assessments in the subjects of Technological and Applied Studies and Human Society and its Environment and provide professional learning through Key Learning Area meetings on data literacy and analysis. The WAP Learning and Support Team will continue to strengthen the transition of students with complex needs. HSC marking and co-marking of internal assessments will support the professional learning needs of our Stage 6 teachers.

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
22% of primary students achieve in the top two bands in NAPLAN Numeracy	25% of primary students achieved in the top two bands in NAPLAN numeracy
26% of secondary students achieve in the top two bands in NAPLAN Numeracy	7% of secondary students achieved in the top two bands in NAPLAN Numeracy
23% of primary students achieve in the top two bands in NAPLAN Reading	25% of primary students achieved in the top two bands in NAPLAN Reading
18% of secondary students achieve in the top two bands in NAPLAN Reading	0% of secondary students achieved in the top two bands in NAPLAN Reading
10% of primary students achieve in the top two bands in NAPLAN Writing 18% of secondary students achieve in the top two bands in NAPLAN Writing	14% of primary students achieve in the top two bands in NAPLAN Writing 7% of secondary students achieve in the top two bands in NAPLAN Writing
A growth of 19% of Year 12 students receive top 2 bands in the HSC in WAP	6% of students enrolled in the Western Access Program in 2022 achieved in the top 2 bands for their course. This is a decline from 2021, in which 21% of students were placed in the top 2 bands for courses in the HSC.
A growth of 12.7% of Year 12 students receive top 3 bands in the HSC in WAP	31% of students enrolled in the Western Access Program in 2022 achieved in the top 3 bands for their course. This is a decline from 2021, in which 50% of students were placed in the top 3 bands for courses in the HSC.
12.5% more Aboriginal students attain the HSC in WAP	67% of Aboriginal students who were enrolled in the Western Access Program have successfully completed and attained their HSC whilst maintaining their cultural identity. This is an increase from 2021, in which 57% of Aboriginal students attained their HSC.

Strategic Direction 2: Connecting and Thriving

Purpose

To create an opportune environment that enables the school community to be healthy, happy, engaged and successful. To promote our school and engage our wider community to build strong partnerships in learning at all transition points from preschool to post-school.

Initiatives

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

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$191,201.08

Aboriginal background: \$24,144.00

English language proficiency: \$6,696.10

Location: \$2,678.90

Per capita: \$23,246.56

Professional learning: \$15,600.00

Summary of progress

During 2022, activities were conducted to support the following initiatives: Wellbeing and Engagement.

The school focused on sense of belonging and best practice in positive education. In conjunction with the Chaplaincy program, a full time Youth Worker was maintained and an additional SLSO was employed to support student Wellbeing.

Following a period of recovery after the COVID-19 pandemic, additional SASS time was funded to improve communication and engagement with the school community. This included individualised phone calls, social media updates and all forms of communication to community.

Staff commenced training in the Stronger Smarter philosophy, to embrace a strong and positive sense of self to build a school culture that is strong in identity and promotes the healthy lives of all students.

The school's Transition Advisor has continued to oversee all transition points of schooling for students pre to post school. All transition programs have yielded positive outcomes. All parents whose children participated in the Little Eagles program, rated it five-star, citing social connections children were making, improvement in early learning skills such as name writing and getting to know the school environment as positive outcomes of the initiative. Year 6 to Year 7 student retention was also highly successful.

In 2023 we will continue with our current quality initiatives.

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
80% of students attend school 90% of the time in primary	34.8% of primary students attended school at or above 90% of the time
75% of students attend school 90% of the time in secondary	29.3% of secondary students attended school at or above 90% of the time.
93% of primary students have positive wellbeing	55% of primary students have positive wellbeing
80% of secondary students have	63% of secondary students have positive wellbeing

positive wellbeing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,034.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yeoval Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students having individualised support in and out of the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate funds to employ SLSO staff to support identified students, with a focus on Early Stage 1 - Stage 6.</p>
<p>Socio-economic background</p> <p>\$191,201.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yeoval Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Best Practice in Positive Education to support student learning <p>The allocation of this funding has resulted in the following impact: The Youth Worker available five days a week to support student wellbeing. This increased engagement with the school community, through continued and focused communication. Whilst attendance rates have not returned to pre-COVID-19 levels the school has embedded processes to support the connection of all students to the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to build a deep sense of belonging, focusing on improved attendance.</p>
<p>Aboriginal background</p> <p>\$52,725.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yeoval Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$52,725.21</p>	<ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students in Aboriginal Learning and Engagement Centre <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students engaged with the ALEC in 2022 and students self-reported positive impacts. Secondary students reported a minimal decrease in cultural awareness but 100% of Aboriginal students reported feeling good about culture at school.. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: An increased promotion of ALEC and provision of opportunities for students in Aboriginal sport and dance, and Wiradjuri language. Aboriginal Histories and Cultures and Aboriginal Pedagogies have been selected as priority professional learning for staff. Another four staff to attend Stronger Smarter Leadership, leading to the establishment of the YCS Stronger Smarter Team. HSC 2023 ALEC cohort to receive individual learning and wellbeing support during study periods during 2023</p>
<p>English language proficiency</p> <p>\$6,696.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yeoval Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Additional teacher was provided to support to EALD students within the regular classroom. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: The continuation of in-class support for identified EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$45,968.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Yeoval Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning and Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The school's Learning and Support Team coordinate and collaborate with staff to support students. SLSO and additional teacher support is provided within classrooms and all aspects of schooling, including social and</p>

<p>Low level adjustment for disability</p> <p>\$45,968.40</p>	<p>emotional learning. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue with LST interventions and support to best cater for the needs of all students.</p>
<p>Location</p> <p>\$27,181.44</p>	<p>The location funding allocation is provided to Yeoval Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning and Teaching • Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to support promotion • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: The provision of equitable access to curriculum and wellbeing activities which has increased the opportunities for students in our rural and remote school.</p> <p>After evaluation, the next steps to support our students will be: The use of these funds will continue in 2023 to support student equity.</p>
<p>Professional learning</p> <p>\$16,450.00</p>	<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 Yeoval Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning and Teaching • Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: All teachers provided with professional learning opportunities and access to resources in the support of our targets for numeracy and our narrow literacy focuses of spelling and writing. Support staff were provided with professional learning in the the Macquarie University Suite of Interventions, enabling point of need teaching to be implemented for students in reading.</p> <p>After evaluation, the next steps to support our students will be: In 2023 staff will continue using the Seven Steps resources and promote writing by participating in writing workshops. An increased focus on spelling across K-12, however, Numeracy will remain a focus for improvement. Further investigation will occur into intervention and whole school programs in Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$6,620.04</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yeoval Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$6,620.04</p>	<p>including:</p> <ul style="list-style-type: none"> • Learning and Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • teacher release to engage staff in using data to inform literacy and numeracy teaching <p>The allocation of this funding has resulted in the following impact: Students worked toward achieving their learning goals based on internal assessments in Writing (and Numeracy) and students were able to demonstrate growth in these areas. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement effective teaching pedagogies, in evidence-based teaching practices.</p>
<p>QTSS release</p> <p>\$7,469.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yeoval Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning and Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff engaged in curriculum, pedagogy and assessment meeting (CPA) groups. Staff were provided with weekly release time to collaboratively analyse and interpret data to plan the implementation of interventions and teaching and learning delivered across the school.</p> <p>After evaluation, the next steps to support our students will be: CPA will continue throughout the 2023 school year with a continued and expanding focus on the new curriculum.</p>
<p>COVID ILSP</p> <p>\$73,160.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in determined literacy/numeracy focuses <p>The allocation of this funding has resulted in the following impact: All students identified received COVID Intensive Learning Support and demonstrated growth and achievement in their learning goals. All data was captured in the PLAN2 platform and informed teaching instruction. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>

COVID ILSP \$73,160.00	After evaluation, the next steps to support our students will be: Current initiatives will continue, using student data to inform instruction.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	61	56	45	46
Girls	49	46	47	42

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 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.

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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.9	89.8	91.4	84.2
1	97.1	100.0	90.3	85.7
2	95.6	98.1	95.1	88.4
3	91.7	95.6	84.3	97.3
4	93.7	96.2	89.7	78.5
5	93.1	95.5	93.9	83.0
6	93.2	88.8	84.3	84.3
7	91.8	92.0	84.0	80.0
8	90.3	89.2	82.2	81.9
9	93.5	89.6	81.4	71.3
10	92.9	90.7	80.4	63.7
11	88.4	83.6	81.7	81.9
12	90.6	88.1	90.7	76.1
All Years	92.6	91.0	85.5	79.8
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	14	10	29
Employment	14	0	29
TAFE entry	0	0	0
University Entry	0	0	43
Other	57	89	0
Unknown	14	0	0

Year 12 students undertaking vocational or trade training

71.43% of Year 12 students at Yeoval Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

83.3% of all Year 12 students at Yeoval Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	10.15
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	492,027
Revenue	3,259,846
Appropriation	3,216,229
Sale of Goods and Services	1,771
Grants and contributions	34,652
Investment income	5,807
Other revenue	1,388
Expenses	-3,179,247
Employee related	-2,616,814
Operating expenses	-562,433
Surplus / deficit for the year	80,599
Closing Balance	572,626

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	200,034
Equity Total	316,840
Equity - Aboriginal	52,726
Equity - Socio-economic	191,201
Equity - Language	6,696
Equity - Disability	66,217
Base Total	2,197,814
Base - Per Capita	23,247
Base - Location	27,181
Base - Other	2,147,386
Other Total	417,211
Grand Total	3,131,899

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Satisfaction

Parents at Yeoval Central School were given the opportunity to participate in the Tell Them From Me Survey in 2022. On the 65% of parents reported that they felt school was a culturally safe place for students. Parent communication was identified as an area for growth with 47% of parents identifying that they would like more communication.

Student Satisfaction

Students at Yeoval Central School also participated in the biannual Tell Them From Me Survey in 2022. 73% of students reported that they value schooling outcomes. 55% of students reported having a sense of belonging at school, with 100% of Aboriginal students feeling good about their culture. The 2022 survey, however, saw a general downward trend in the areas of advocacy at school, expectations for success and sense of belonging.

Staff Satisfaction

Data collected from staff surveys indicated that staff have a strong sense of pride in their role at Yeoval Central School, with collaboration between staff identified as a significant driver in student success. Communication was indicated to be an area for future growth.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.