2022 Annual Report

Yerong Creek Public School

3556

Introduction

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

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

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School vision

Yerong Creek Public School equips students with the skills and knowledge they need to set and achieve aspirational goals in learning and life. Our dedicated staff draws on evidence-based educational best practice to pursue excellence in teaching and deliver the highest quality education to our students. Our strong and enduring school community provides a focal point for building social capital in the community of Yerong Creek.

School context

Yerong Creek Public School is a small school with a long and proud history. The school provides education for students drawn from the semi-rural and surrounding rural areas of the Yerong Creek village on Wiradjuri country and has a current enrolment of 13. Yerong Creek is located 40 kilometres south of Wagga Wagga and is part of the Lockhart Shire. Economic activity in our school catchment is primarily based around local farming enterprises and businesses in the surrounding larger townships. The socio-economic backgrounds of our students vary widely, however the school's Family Occupation and Education Index value has increased by nearly 30% over the last six years. Student enrolments over the preceding 10 years have fluctuated, with an overall downward trend. Median enrolments over this period are 23, including a very small cohort of Aboriginal students.

The school plays a critical role as a social hub in Yerong Creek, where community-based organisations and local businesses have decreased over recent decades. As a result of the findings of our situational analysis, we recognise the need to engage a broader cross-section of our families in new and flexible ways. The school is committed to supporting initiatives that provide social, cultural and recreational opportunities that strengthen connections between the school and our community.

Our situational analysis clearly indicated a need for coordinated, rigorous and sustained professional development to continue to improve staff capacity to use data effectively and target explicit teaching at point of need for all students. Comprehensive systems, practices of assessment and data analysis will be established to inform evaluative practice at all levels. This includes whole-school strategic planning, and class- and small-group programming to meet individual student support needs. Teachers will develop a depth of curriculum and pedagogical knowledge, especially in the acquisition of literacy and numeracy, which they will draw on to create powerful teaching and learning experiences. We will promote student attainment, particularly in reading, writing and numeracy, by pursuing high expectations in both teaching and learning. Students will be supported to develop the skills necessary to be active, self-motivated and reflective learners.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning achievement of each student, staff will use data effectively to plan high-quality, responsive teaching programs and target explicit instruction at point-of-need.

Initiatives

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

- Data-Informed Practice
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: $30,245.00
Location: $9,767.00
QTSS release: $1,768.00
Low level adjustment for disability: $15,610.00
Aboriginal background: $3,944.00
English language proficiency: $2,400.00
Professional learning: $1,745.00

Summary of progress

Data-Informed Practice

In 2022, the school focused on strengthening data informed practice by establishing effective systems for collecting and analysing student data. This process was led by the principal. The focus led to the establishment of effective systems for collecting and analysing data and the availability of this assessment data to all staff via a digital platform. The development and implementation of clear and effective processes through trial of draft assessments, an assessment schedule and the improved availability of this information via Teams was a key result of the work focus. This was enabled by the prioritising of staff meetings during Semester 1 to have a transparent and workable process in place. A significant challenge for staff was prioritising the time to upload the assessment data to the Teams platform. Ongoing staff absences and difficulty in securing casual staff interrupted priority staff meetings. Relatively high student absences at assessment time hindered progress on updating student summaries.

The major impact of this initiative was the improvement of access by all staff to student assessment data. This process helped to improve the quality of differentiation that was evident in classroom programs and additionally helped to target support aimed at the individual learning needs of students and flexible student groupings. At this time the whole-school assessment and data analysis schedule has been implemented through a draft format with a comprehensive review planned for the end of Semester 1, 2023.

In 2023, the school will continue to focus on developing the ability of staff to confidently analyse student data through the use of the Literacy and Numeracy Learning Progressions led by the APC&I. Staff will also access the professional learning modules in the Universal Resources Hub. Additionally, we will review and adjust the use of the Teams platform to ensure all data is up-to-date and accessible to relevant staff.

Explicit Teaching

In 2022, explicit teaching was enabled through the funding of a full-time second classroom teacher to deliver small group, explicit literacy and numeracy learning. The additional staff member attended professional learning in delivering InitiaLit K,1 and 2, resulting in both full-time teachers being fully trained in InitiaLit. The draft Scope and Sequence for all KLAs was developed, trialled and reviewed. Teaching staff have effectively implemented Learning Intentions and Success Criteria in literacy and numeracy lessons. Small group, explicit teaching across the whole school has focused on literacy and numeracy skills, with the average size of learning groups being three students. Small groups were possible with low student numbers in each class and two full-time teachers available to explicitly teach each session. Further development of the draft scope and sequence to align the PDH Scope and Sequence to DET units of work, Inquisitive Science Units and Inquisitive Geography and History Units has been hindered by ongoing staff absences and difficulty in securing casual staff. The average growth in spelling age across the 3-6 class during 2022 has been 23

months. Improved completion of teaching programs was evident, with success criteria and learning intentions evident.

During 2023, the draft Scope and Sequence will continue to be updated to reflect and align with the new K-2 syllabus and the learning units in Inquisitive across the learning Stages. Explicit teaching of writing using Learning Intentions will be a focus across the school.

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
In accordance with the School Excellence Framework, the school is working towards Sustaining and Growing in the element of 'Student Performance Measures'.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Student Performance Measures.
The percentage of students achieving expected growth in reading is >75.0%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be equal to the Hume Network's lower bound system negotiated target in reading of 50%	Yerong Creek Public School students contributed to the network small schools lower bound target of 50%. Across the network students achieving in the top two bands for reading was 30%. Individual student results are reported directly to parents and carers.
Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be equal to the Hume Network's lower bound system negotiated target in numeracy of 43.8%	The percentage of students achieving Top 2 Bands in numeracy decreased, indicating progress yet to be seen toward the lower bound network target of 43.8%.
The percentage of students achieving expected growth in numeracy is 75.0%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
In accordance with the School Excellence Framework, the school is working towards Sustaining and Growing in the element of 'Data Skills and Use'.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Data Skills and Use.

Strategic Direction 2: High expectations learning community

Purpose

In order to build a flourishing school community with a shared commitment to continuous improvement, we will create opportunities to increase engagement and embed practices that promote a culture of high expectations in teaching and learning.

Initiatives

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

- Student, Staff and Community Wellbeing and Engagement
- High Expectations Culture

Resources allocated to this strategic direction

Per capita: $4,306.00
Professional learning: $2,953.00
QTSS release: $583.00

Summary of progress

Student, Staff and Community Wellbeing and Engagement

During 2022, the school community has been involved in a number of public events in Yerong Creek. Staff and students attended the local community ANZAC Service with the school captains laying a wreath during the service. Staff and students participated in a special community event commemorating the WW2 soldiers from Yerong Creek with the school captains laying a wreath during the commemoration. Yerong Creek Public School organised and hosted the annual community Remembrance Day Ceremony at the local park. During 2022, staff have been organising 'Special Lunch Wednesday' to provide the students with the opportunity to purchase a low-cost healthy lunch (in the absence of a canteen). The school welcomed the local community on Bike Safety Day and hosted a Healthy Living Expo facilitated by Lockhart Shire Council. The school's Attendance Policy was reviewed and updated in Term 2 in collaboration with the Home School Liaison Officer (HSLO). Classroom rules were simplified at the beginning of Term 3. Bi-termly P&C meetings were held on site. The principal attended local interest group meetings including: Yerong Creek Progress Association, Yerong Creek ANZAC Committee, Yerong Creek Hall Committee and Yerong Creek Bowling Club. Greater Kengal schools completed all sporting carnivals, Healthy Harold, Harmony Day, Cultural Awareness Day and 3-6 & K-2 excursions.

The simplification of the classroom rules was discussed at P&C and adopted across the school to ensure expectations and language was consistent in all classrooms and playground. Student participation in community events was acknowledged and appreciated within the local community. The school adopted attendance initiatives to support student attendance. Ongoing staff absences and difficulty in securing casual staff interrupted the planning and development of a comprehensive whole school student wellbeing program. Simplification of classroom rules should result in more teaching time focused on learning rather than behaviour control. The school has an excellent staff culture, with all staff feeling connected and valued. Student wellbeing surveys completed in 2022 indicated 88% of students completely agreed that: there is someone at school who cares about me and there is someone at school who helps me improve.

Measurable improvements to wellbeing, attendance and engagement are expected to be measured by an increase in attendance and engagement in 2023. Teachers reflecting on practice and debriefing with colleagues occurs regularly at the conclusion of most teaching days. The principal has an open-door policy and endeavours to be always available and approachable to discuss issues and solve problems together. The principal will continue to be involved in local community groups sourcing school involvement in local events. Students will continue involvement in local events. Opportunities for inviting the community to take part in special school days will continue.

During 2023, teaching staff will be involved in professional development in the Berry Street Education Model and the suggested wellbeing activities will be adjusted and implemented into our school context.

High Expectations Culture

During 2022, student goal setting continued in the 3-6 class. Three-way conferences were attended by all families during

Term 2. Students discussed goals during their conferences with goals then reviewed at the end of the semester and new goals established for Semester 2. These were then reviewed at the end of Semester 2. During 2022, staff completed PL to increase knowledge and improve explicit teaching practice. During 2022 the Digital Classroom Officer (DCO) utilised consultants to train staff in technology-based programs to assist teaching practice and immerse students in technology. Teacher peer observations were not completed due to ongoing staff absences and difficulty in securing casual staff. Positive changes included measurable improvements to wellbeing and engagement. Staff continued to build knowledge and make improvements to their practice to deliver high-quality teaching where high expectations were shared with students. The sharing of Learning Intentions and Success Criteria with students was evident in teaching and learning programs.

In 2023, student goal setting will occur across the school using SMART goals. During 2023, a new school wide School Behaviour Support and Management Plan will be developed incorporating all current positive behaviour preventative measures. Developing a teacher peer observation program will be a priority in 2023. Building a collaborative team with Pleasant Hills PS will enable the exchange of ideas and resources.

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
In accordance with the School Excellence Framework, the school will be working towards Sustaining and Growing in the element of 'Learning Culture'.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture.
The proportion of students attending >90% of the time is 60.0%.	The number of students attending greater than 90% of the time or more has decreased by 14%
In accordance with the School Excellence Framework, the school will be working towards Sustaining and Growing in the element of 'Educational Leadership'.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Educational Leadership and working towards Sustaining and Growing.
In accordance with the School Excellence Framework, the school will be working towards Sustaining and Growing in the element of 'Wellbeing'.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.

Funding sources	Impact achieved this year
Socio-economic background $30,245.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Yerong Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-Informed Practice • Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** Student summaries have been updated as assessment data has been collected through out 2022. They were then used during reporting at the end of Semester Two. Student summaries were accessible to all staff in YCPS Classroom Teams. A significant challenge for staff was prioritising the time to upload the assessment data to the Teams platform. Ongoing staff absences and difficulty in securing casual staff interrupted priority staff meetings. **After evaluation, the next steps to support our students will be:** In 2023, the school will continue to focus on developing the ability of staff to confidently analyse student data through the use of the Literacy and Numeracy Learning Progressions led by the APC&I. Additionally staff will access the professional learning modules in the Universal Resources Hub. The principal will review and adjust the use of the Teams platform to ensure all data is up-to-date and accessible to relevant staff.
Aboriginal background $3,944.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yerong Creek 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** LLARS Assessment completed Week 7 Term 4 showed growth in K-2 students was 36%. SWST assessments completed Week 7 Term 4 showed average growth in 3-6 students of 23 months. **After evaluation, the next steps to support our students will be:** Small group explicit teaching will continue to be the focus at YCPS. Equity funding will facilitate the appointment of a full-time classroom teacher.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Yerong Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

English language proficiency $2,400.00	• Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** LLARS Assessment completed Week 7 Term 4 showed growth in K-2 students was 36%. SWST assessments completed Week 7 Term showed average growth in 3-6 students of 23 months. **After evaluation, the next steps to support our students will be:** Small group explicit teaching will continue to be the focus at YCPS. Equity funding will facilitate the appointment of a full-time classroom teacher.
Low level adjustment for disability $15,610.00	Low level adjustment for disability equity loading provides support for students at Yerong Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** Scope and Sequence document has been trialled and will require adjustments in early 2023. Geography, History and Science Scope and Sequence are not aligned to Inquisitive Units being taught across the school. This causes confusion about which units to teach across the multi-stage class. Ongoing staff absences and difficulty in securing casual staff interrupted staff meetings resulting in the Scope and Sequence not being reviewed as planned. **After evaluation, the next steps to support our students will be:** The new K-2 syllabus will be utilised to align the English and Mathematics Scope and Sequence. Inquisitive units will be mapped to the Scope and Sequence to ensure multi-stage learning is seamless. Time will be allocated during SDD Term 4 2022 and SDD Term 1 2023 for the Inquisitive alignment to occur. Plans are underway for collaborative planning with staff from Pleasant Hills PS (who also use Inquisitive) on available SDD in Term 4 2022 and Term 1 2023.
Location $9,767.00	The location funding allocation is provided to Yerong Creek Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-Informed Practice • Explicit Teaching **Overview of activities partially or fully funded with this operational funding include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** Student summaries have been updated as assessment data has been collected through out 2022 and were used during reporting at the end of Semester Two. Student summaries are accessible to all staff in YCPS Classroom Teams.

Location $9,767.00	**After evaluation, the next steps to support our students will be:** In this initiative the school will continue to focus on developing the ability of staff to confidently analyse student data through the use of the Literacy and Numeracy Learning Progressions led by the APC&I. Additionally, staff will access the professional learning modules in the Universal Resources Hub. The principal will review and adjust the use of the Teams platform to ensure all data is up-to-date and accessible to relevant staff.
Professional learning $4,698.00	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 Yerong Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • High Expectations Culture **Overview of activities partially or fully funded with this initiative funding include:** • Data Analysis • Small Group Explicit Literacy **The allocation of this funding has resulted in the following impact:** A second teacher has been trained in the delivery of the IntiaLit Program at Yerong Creek Public School. Spelling growth in the Year 1 -Year 2 cohort was an average of 16 months and in the 3-6 class the average growth was 23 months. **After evaluation, the next steps to support our students will be:** Small group explicit teaching will continue to be the focus at YCPS. Equity funding will facilitate the appointment of a full-time classroom teacher.
QTSS release $2,351.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yerong Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • High Expectations Culture **Overview of activities partially or fully funded with this initiative funding include:** • Staff and Student Collaboration **The allocation of this funding has resulted in the following impact:** Three-way conferences during Term 1 were attended by all families. Student goals were set across the 3-6 classroom and reviewed each term. **After evaluation, the next steps to support our students will be:** Due to staff shortages and staff leave, classroom observations were not able to be completed during 2022. It is planned that during 2023, a collaborative team will be established with Pleasant Hills Public School and this will enable peer observations across both schools.
COVID ILSP $16,514.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP $16,514.00	**Overview of activities partially or fully funded with this targeted funding include:** • Employment of SLSO to deliver small group tuition - InitiaLit K, 1 and 2 programs concurrently in the K-2 classroom. Providing targeted, explicit instruction for student groups in literacy/numeracy. Literacy - InitiaLit K, 1 and 2. **The allocation of this funding has resulted in the following impact:** The average growth across the students in Year 1 and Year 2 in spelling age (measured with SWST data) was 16 months. The average growth in LLARS results in the students in the K-2 class was 36%. **After evaluation, the next steps to support our students will be:** In 2023, funding will be utilised across the school to support the continued delivery of explicit small group instruction to support students after COVID shutdowns during the previous years.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	10	10	12	9
Girls	13	12	10	9

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	88.4	81.7	85.5	89.1
1	89.6	92.9	90.1	76.7
2	92.0	90.5	93.4	83.0
3	93.8	80.1	83.9	77.9
4	92.0	94.9	94.8	89.5
5	90.8	85.4	76.9	85.6
6	93.5	39.8	91.8	88.0
All Years	91.6	83.9	89.7	84.7
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

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)	0.2
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.73

*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	25,783
Revenue	477,056
Appropriation	469,058
Sale of Goods and Services	75
Grants and contributions	7,671
Investment income	251
Expenses	-436,301
Employee related	-381,930
Operating expenses	-54,370
Surplus / deficit for the year	40,755
Closing Balance	66,538

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	0
Equity Total	52,199
Equity - Aboriginal	3,944
Equity - Socio-economic	30,245
Equity - Language	2,400
Equity - Disability	15,610
Base Total	330,394
Base - Per Capita	5,559
Base - Location	10,480
Base - Other	314,355
Other Total	44,357
Grand Total	426,950

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

During 2022, parents were invited to participate in a paper-based satisfaction survey. This survey was completed by 45% of parents. 100% of parents returning the survey indicated they 'strongly agreed' with: I feel welcome at our school; I am well informed about school activities; My child's teacher listens to my concerns; and I can speak to the principal.

Parents attending P&C meetings during 2022 have indicated that they are happy with educational opportunities that their children receive at Yerong Creek Public School. During 2022, all students had a parent attend our scheduled 3 Way Conferences. All parents attending these 3 Way Conferences were happy with their academic progress of their children.

Student wellbeing surveys completed in 2022 indicated 88% of students completely agreed that: there is someone at school who cares about me and there is someone at school who helps me improve. Greater Kengal schools (Yerong Creek, Boree Creek and Pleasant Hills Public Schools) completed all sporting carnivals, Healthy Harold, Harmony Day, Cultural Awareness Day and 3-6 & K-2 Excursions.

Staff have indicated that they have improved their professional practice through the staff development activities conducted in 2022.

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.