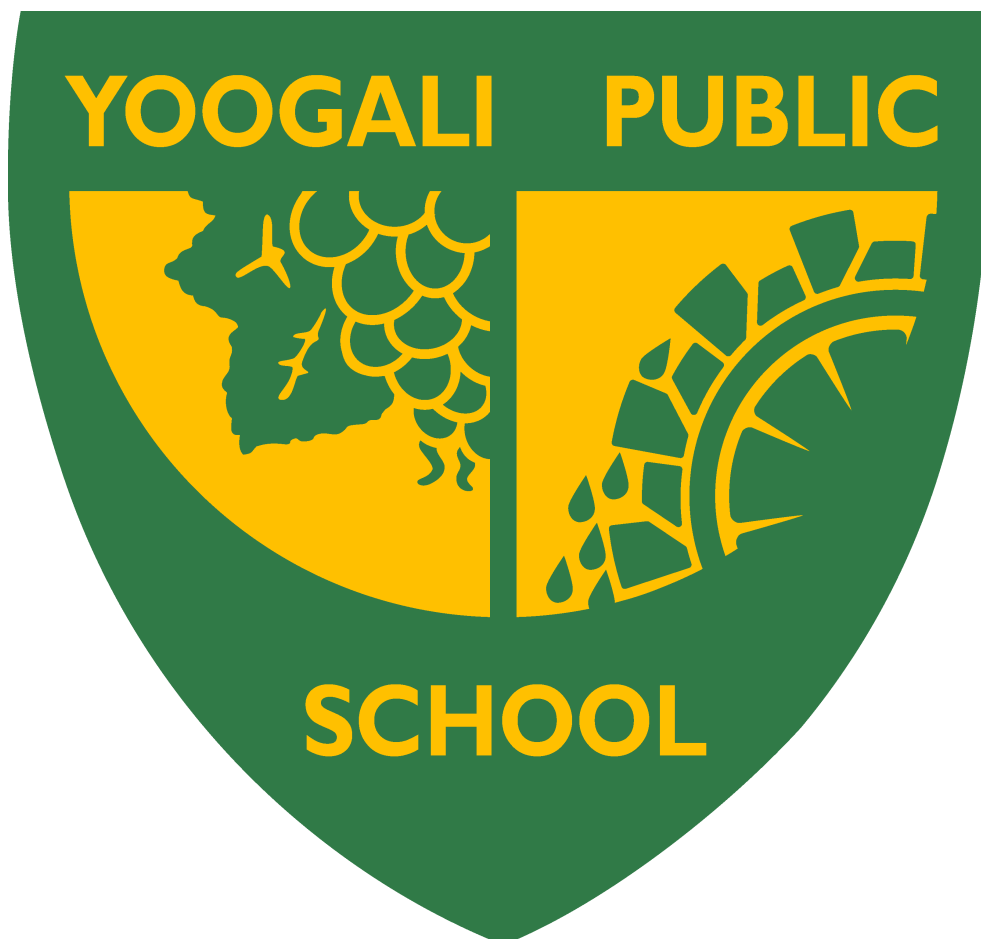


# 2022 Annual Report

## Yoogali Public School



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# Introduction

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

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

## School contact details

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## School vision

At Yoogali Public School we are committed to providing all students with quality education where they are engaged and willing to take risks with their learning.

Students will be challenged to become successful, confident learners who aspire to reach their maximum potential in our nurturing, inclusive environment.

Working in partnership with our community, dynamic teachers embed an approach of high expectations and strong cultural connectedness for continual improvement in learning and wellbeing for all our students.

## School context

Yoogali Public School is a small school located in Yoogali village on the outskirts of Griffith in the Riverina. Yoogali PS is a member of the Griffith Community of Schools. The School is classified as TP2 with a teaching principal and two full-time classroom teachers, one Instructional Leader (0.2FTE) two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. Over the past 3 years the enrolment numbers have stabilised around 40. It currently has an enrolment of 42 children.

Our Aboriginal student population is currently 14% of our total enrolment. Our students are from diverse cultural backgrounds and faiths including Thai, Filipino, Ukrainian, Tongan, Italian and Indian. We have seven EAL/D students. Our FOEI is 164 and our ICSEA 882 in a remote rural setting.

We strive to provide a happy, safe and nurturing environment with high expectations and challenges for all students. Specific student needs are met with the support of School Learning Support Officers and specialist teachers.

To support early learning in our community we provide the "Yoogali Young Starters" program which is aimed at enhancing future students' literacy and numeracy skills preparing them for Kindergarten.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students and their families remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing school and student improvement.

## 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	Delivering
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	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 student learning outcomes in reading and numeracy, the school will employ explicit evidence-based teaching strategies and embed consistent school-wide practices for assessment and data collection that ensures that the needs of all students are met and differentiated.

### 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 Skills and Use
- Effective Classroom Practice

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.20  
**Professional learning:** \$2,332.08  
**Integration funding support:** \$64,266.00  
**Socio-economic background:** \$79,291.47  
**Aboriginal background:** \$29,321.20  
**QTSS release:** \$8,044.47  
**English language proficiency:** \$7,175.10  
**Low level adjustment for disability:** \$31,470.57  
**Literacy and numeracy:** \$43,285.81  
**Per capita:** \$10,612.56

### Summary of progress

#### Data Skills and Use

In 2022, the school staff engaged in self-paced professional learning through MyPL SCOUT modules across the year. This included an introduction to the use of SCOUT and exploring the features of SCOUT and understanding the many forms of data available. The professional learning supported staff to better understand student data and provided clearer pathways for next steps in learning. The allocation of an APC&I to the staff helped to prioritise the collection, analyse and collaboration of student data. Additionally, the school prioritised staff meetings to support staff to input data and gain a clearer understanding of both individual and whole school learning needs. The level of collaboration was not completely realised due to the challenges of maintaining a continuity of staff and often it was an individual approach to analyse rather than a team effort. This was particularly evident within the primary classes. The positive changes within school practice was both the collection and input of data and how this then directed the planning and programming for students particularly in identifying students who may require additional intervention. The impact of the focus on data skills and use has been the improvement in developing clearer processes and procedures in both the collection and analysis of data and growing evidence of more rigorous planning by staff to differentiate learning for students.

In 2023 the APC&I will continue to support staff, in the collection and analysis of student data and will further focus on developing a collaborative approach to deepen staff understanding of using data to inform teaching and planning that encompasses both at an individual level and whole school level. The school will continue to employ an SLSO to implement the MiniLit, MultiLit, MacqLit programs to targeted students and help develop intervention programs. The focus for the APC&I will be to continue support from K-6 to grow further collaborative opportunities and levels of shoulder-to-shoulder support. One focus of change will be to grow the opportunities for staff to collaborate with other similar small schools within the Griffith network through classroom visits, collaborative professional learning and data analysis.

#### Effective Classroom Practice

In 2022, students were targeted for specific interventions. Students in K-2 were put into small groups for daily targeted individual instruction and interventions. Students in Year 3-6 were assessed and aligned with appropriate small group interventions in literacy through the MultiLit and MaquLit programs. The Numeracy Action Plan was put into practice across the school. Students were assessed using the Interview for Student Reasoning (IFSR) and support resources were accessed by teachers to address the indicated learning needs for targeted students in areas of number sense, place value and additive strategies. The APC&I was able to model rich mathematical tasks and teaching strategies to build capacity in classroom teachers. The APC&I was able to work closely with the K-2 teachers as additional release from face-to-face teaching was enabled and collaborative planning took place in the first half of the year. The Universal

Resource Hub enhanced professional learning opportunities when staff issues impacted on collaboration time. The APC&I worked hard to ensure that all staff were prepared for the 2023 implementation of the K-2 English and Mathematics syllabus throughout the year by leading regular professional learning in readiness for the curriculum reform. In the second semester, **other factors within the classroom impacted on the time required to cover the curriculum Delete**). The constant staff turn over of the infants teachers also impacts significantly on a consistent and continued approach to delivering of quality classroom instruction.

Teachers became more open to the curriculum reform through the short, sharp micro-learning approach to professional learning that made the implementation smoother and less overwhelming. The APC&I was able to model teaching strategies after each micro-learning module to strengthen teachers' understanding and enable collaboration. Five-week assessments showed growth for the students in K-2 in the areas of phonological awareness. The employment of a paraprofessional who was consistent with intervention delivery, using learning progression indicators from PLAN data analysis with the APC&I and classroom teacher also enable change and improvement for targeted students.

In 2023, all staff will continue to use the new K-2 syllabuses in English and Mathematics. SLSOs will continue to work with targeted students in small group interventions in areas of identified need. The APC&I will continue to drive most effective teaching practice with a focus on providing effective feedback to students and teachers. Staff will implement the use of the Units of Work available for the new syllabuses and will adjust content according to the school's context including the needs of students. The use of commercially produced phonics texts in stage one will be paused and may be reintroduced if needed.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage (%) of students achieving in the top two bands in NAPLAN reading to be trending at or above the lower bound target of 38.4%.	A decreased percentage of students achieved in the top two skill bands for <b>reading</b> indicating the school did not meet the system negotiated target, however the results trended above the lower and upper bound target in the last two years. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year
Increase the percentage (%) of students achieving in the top two bands in NAPLAN numeracy to be trending at or above the lower bound target of 33.5%.	A decreased percentage of students achieved in the top two skill bands for <b>numeracy</b> indicating the school did not meet the system negotiated target, however the results trended above the lower and upper bound target in the last two years. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year
Increase the percentage (%) of students achieving growth in NAPLAN reading (20%) and numeracy (20%) from the system negotiated measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage (%) of students achieving growth in NAPLAN reading (20%) and numeracy (20%) from the system negotiated measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Wellbeing

### Purpose

To create a school where every child is known, valued and cared for enabling them all to connect, succeed, thrive and learn as a result of a planned approach to develop whole school wellbeing system.

### 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 Engagement
- High Expectations

### Resources allocated to this strategic direction

Professional learning: \$4,200.00

6200 Common Chap: \$20,280.00

Location: \$10,285.39

### Summary of progress

#### Student Engagement

The school appointed a school chaplain who continued daily Breakfast Club and ensured all students were given access to fresh fruit or vegetables for Crunch & Sip. The School Chaplain checked in on the welfare and wellbeing of regular attenders of the Breakfast Club. All staff members took on the wellbeing role. Each Monday morning students were able to check in with a buddy to establish a special rapport and trust relationship who they could turn to for support when needed. All staff were given professional learning in the Inclusive, Engaging and Respectful School Policy as well as the PAX - Good Behaviour Game. Following training, expectations of behaviour were co-developed with students, staff and the community and were designed to ensure effective conditions for learning. They were explicitly, consistently and supportively applied across the school. The school utilised an online tool for families to easily submit explanations for absences which saw a decrease in unexplained absences. Regular communication to parents, through the school newsletter and social media ensured they were aware of the importance of school attendance and the school discipline policy. The school communicated major and minor behaviour examples and the procedures for handling inappropriate behaviour at the school.

The Monday Buddy system worked well for infants students who went to their older buddy for support. However, older students did not turn to their younger buddy for support. While a survey was not completed by parents, discussions at P&C meetings indicated most families were confident in using the online platform to register absences and it was very well received.

In 2023, all staff will become mentors and take on a wellbeing role for our primary students. Each student will have the opportunity to choose a staff member they feel comfortable talking to. The school will continue to use the online platform to record absences. The school chaplain program will continue throughout 2023 and Breakfast Club be available to all students. The school chaplain will work with families and provide food hampers to those in need. The importance of regular attendance will continue to be a focus for all families and communicated through all communication channels such as the school newsletter, email, social media and the online platform, Sentral.

#### High Expectations

The school implemented 3-way interviews which included parent, student and class teacher. In Term 1, all parents attended the meetings either in person or by phone. These interviews worked very well as class teachers were able to be released for a day to ensure families were given plenty of opportunities to pick a suitable meeting time. In Term 3, families were invited to the open classroom Parent-Student Check-In. The original date had to be rescheduled due to the National Day of Mourning for Queen Elizabeth II. The information was communicated through the school newsletter **stating "This is a great opportunity to check in with your child's learning and see how much their learning has improved across this time. Classes will be involved in lessons as normal for that time of the day, and your child will be able to share any aspect of their learning with you during your visit. We expect the length of your visit to be no longer than 15 minutes."** This informal classroom check-in during Term 3 was not as well attended as the 3-way interviews, with approximately 67% of families visiting the two classrooms to check in with their children. Families were unfamiliar with this process and were unsure of what was expected, many parents who attended expected a more formal interview with the class teacher. Parents stated, after several years of social distancing it was good to be able to get back into the school and they appreciated the time in the open classrooms even though they were expecting a more

formal interview.

In 2023, the school will continue the 3-way interviews in Term 1 and ensure students and families are aware of their educational goals and expectations for the year. The procedures and expectations of the informal Family-Student Check-in will be discussed at P&C meetings to make families more familiar with the expectations. Families will be told about the Family-Student Check-in at the Term 1 interview to encourage more families to come later in the year. The school will create an information sheet about the Family-Student Check-in Open Classrooms.

### Progress towards achieving improvement measures

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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
Increased percentage of students attending school more than 90% of the time by 2.5% or above.	The number of students attending greater than 90% of the time or more has decreased by 32%.
TTFM wellbeing data (interest and motivation, belonging and advocacy) improves to be at or above the norm for all NSW schools.	Tell Them From Me data indicates 82% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) and 88% of students have a positive teacher-student relationship.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$64,266.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yoogali 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>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning to support classroom teachers to develop individualised learning programs according to their needs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of access to speech therapist, occupational therapist and educational therapist.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <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>• implementation of targeted programs to differentiate teaching and learning programs</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 PLSPs 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$79,291.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yoogali 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</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>• professional development of staff through MiniLit and MacqLit to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support MiniLit and MacqLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Year 3 NAPLAN</li> <li>- Reading higher than SSSG</li> <li>- Writing higher than SSSG and State</li> <li>- Spelling higher than SSSG and State</li> <li>- Grammar and Punctuation higher than SSSG</li> </ul>

<p>Socio-economic background</p> <p>\$79,291.47</p>	<ul style="list-style-type: none"> <li>- Numeracy higher than SSSG</li> </ul> <p>Year 5 NAPLAN</p> <ul style="list-style-type: none"> <li>- Reading higher than SSSG</li> <li>- Writing higher than SSSG and State</li> <li>- Spelling same as SSSG</li> <li>- Grammar and Punctuation higher than SSSG</li> <li>- Numeracy higher than SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage the literacy and numeracy intervention teacher to support the school's trajectory towards achieving targets. Next year, the school will extend the role of the additional staff member, including an additional FTE 0.2 LaST.</p>
<p>Aboriginal background</p> <p>\$29,321.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yoogali 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</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>• Aboriginal background-staffing funds were combined with Aboriginal Background-flexible funds to support personalised learning for all Aboriginal students.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal families engaged in the PLP process and, more importantly, conversations became more authentic.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In collaboration with the School Chaplain the school will continue to provide a Breakfast Club program with the assistance of Hampers of Hope and Foodbank. Continue to employ the "SLSO Aboriginal Students" to support the school's First Nations students in all learning, wellbeing and social competencies. Continue to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$7,175.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yoogali 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</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to transfer this practice across all key learning areas (KLAs).</p>

<p>Low level adjustment for disability</p> <p>\$31,470.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Yoogali 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>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 we were unable to measure expected growth in NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of a paraprofessional and LaST.</p>
<p>Location</p> <p>\$10,285.39</p>	<p>The location funding allocation is provided to Yoogali 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>• Student Engagement</li> <li>• High Expectations</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>• student assistance to support excursions</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased extra curricular, sporting and cultural opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$6,532.08</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 Yoogali Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Student 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>• The use of APC&amp;I to drive and deliver professional learning for all staff at point of need and whole school in readiness for the implementation of the K-2 English and Mathematics syllabuses.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

Professional learning \$6,532.08	<p>Increased capacity of all teachers to embed effective practices in the explicit teaching of new syllabus documents and other Departmental and NESA professional learning resources such as What Works Best in Practice and the use of the Universal Resource Hub.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching with a focus on K-2 syllabus documents and implementation..</p>
Literacy and numeracy \$43,285.81	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yoogali 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</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to enable collaboration with the APC&amp;I</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the average Year 1 benchmark level from 17 to 21. Additional resources purchased for the effective implementation of the K-2 syllabuses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will no longer receive these funds from the beginning of 2023.</p>
QTSS release \$8,044.47	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yoogali 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</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in 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. All teachers reported lessons were differentiated according to students' needs.</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 the implementation of the new K-2 syllabuses.</p>
COVID ILSP \$29,893.00	<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>\$29,893.00</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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need either to support learning or extend student learning and understanding.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	22	28	26	25
Girls	13	14	16	13

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	98.6	95.3	86.2
1	93.8	91.9	94.7	84.8
2	93.4	95.0	92.5	86.9
3	94.7	90.4	94.3	83.3
4	94.7	98.6	96.4	90.7
5	90.0	95.4	97.3	88.5
6	93.2	92.9	99.3	87.4
All Years	92.8	94.7	94.9	86.5
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)	0.2
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.33

\*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>	55,797
<b>Revenue</b>	972,282
Appropriation	948,461
Grants and contributions	23,483
Investment income	338
<b>Expenses</b>	-965,048
Employee related	-795,495
Operating expenses	-169,554
<b>Surplus / deficit for the year</b>	7,234
<b>Closing Balance</b>	63,031

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>	64,266
<b>Equity Total</b>	147,258
Equity - Aboriginal	29,321
Equity - Socio-economic	79,291
Equity - Language	7,175
Equity - Disability	31,471
<b>Base Total</b>	573,946
Base - Per Capita	10,613
Base - Location	10,285
Base - Other	553,048
<b>Other Total</b>	75,112
<b>Grand Total</b>	860,582

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

## Parent Survey

Tell Them From Me trend data was analysed from the 2022 surveys. The results indicate that parents increasingly feel welcome (an increase of 0.5% from 2021) and they are well informed about their child's education (an increase of 1% from 2021). In relation to "parents and their ability to support learning, increased at home" the school has demonstrated a slight decrease of 0.3%. Parents however indicate the school supports learning and has high expectations for all students (an increase of 0.6% from 2021). Parents were also surveyed on the school's ability to support positive behaviour, student safety and inclusivity. In these domains there has been little to no change in the 2022 data from the Tell them From Me Surveys.

## Student Survey

Students were surveyed on social-emotional outcomes. Students at Yoogali Public School feel confident to participate in extra curricular activities (increase 7%), homework behaviours (also an increase of 7%), positive behaviour at school (increase 1%), and feel interested and motivated while at school (increase 4%). This survey also indicated that students feel less confident in participating in sport (decrease 6%), that sense of belonging had a slight decrease of 3% and admitted to a lower effort and motivation while at school (decrease 5%).

## Staff Survey

Teachers indicated that they readily take personal responsibility to maintain and develop their professional standards with support of the leadership team. All staff feel safe and supported in their various roles and feel they have grown professionally and developed new skills in 2022. Staff indicated that the shortage of casual teachers and staff turnover impacted on workload and wellbeing. Teachers indicated 2023 would need to be a year of professional learning to ensure they are well equipped for the implementation of the new K-2 syllabus documents in English and Mathematics.

# 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.