

# 2022 Annual Report

## Yagoona Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Yagoona 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 Yagoona Public School we believe that every child **can** and **will succeed** within a school community that embeds high expectations. We foster the development of students with a focus on wellbeing and academic growth. Our vision is to enable shared educational outcomes for learning with strong connections between home and school.

## School context

Yagoona Public School is K-6 with a multicultural and socially diverse student population. Our current enrolment is 528 in mainstream and 62 support students. We currently have 24 mainstream K-6 classes and 9 support classes [5 x autism and 4 x multi-categorical]. There has been growth in student enrolment numbers from 2015 from 513 to 590 in 2022.

The school's current FOEI is 121 and there has been little variance in FOEI from last year. Yagoona Public School is 97% EALD with our major cultural group being 253 students whose home language is Arabic.

We provide equal opportunity for all students in academic, cultural, sporting and enrichment activities. Extra-curricular opportunities in sport, science, technology, and creative and performing arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and to upskill the effective collection and use of data. Additionally we have identified the need to develop a robust process for student feedback to inform teaching and the relationship between collaboration and feedback to sustain quality teaching practice. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy and attendance.

Yagoona PS currently receives equity funding and we use these funds to meet the diverse learning and wellbeing needs of our students. Additionally we ensure that scaffolds will be developed to identify and support students who need intervention and those not demonstrating expected growth.

Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Learning Links and Settlement Services International.

## 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

In order to maximise student learning outcomes in Reading and Numeracy to build strong foundations for academic success, we will develop and define whole school practices through engaging and meaningful curriculum.

### 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.

- Reading / Whole school Reading strategy
- Numeracy / Whole school Numeracy strategy

### Resources allocated to this strategic direction

**English language proficiency:** \$629,705.00

**Refugee Student Support:** \$7,486.84

**Per capita:** \$27,000.00

**AP Curriculum & Instruction:** \$210,799.40

**Professional learning:** \$47,000.00

**Beginning teacher support:** \$16,500.00

**Integration funding support:** \$110,470.00

**Socio-economic background:** \$272,897.15

**Aboriginal background:** \$3,687.82

### 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
<b>Achievement of system negotiated targets- top two bands NAPLAN:</b> <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN Reading increase [uplift from baseline] of 7.9%</li></ul>	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 27.1% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however we have improved by 2.4% to maintain baseline.</li></ul>
<b>Achievement of system negotiated targets- top two bands NAPLAN:</b> <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN Numeracy increase [uplift from baseline] of 7%</li></ul>	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 18.8% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however this is a decrease of 0.7% from our baseline.</li></ul>
<b>Achievement of system negotiated targets - expected growth NAPLAN:</b> <ul style="list-style-type: none"><li>• Reading increase of 3.3% [uplift from baseline]</li></ul>	<ul style="list-style-type: none"><li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li></ul>
<b>Achievement of system negotiated targets - expected growth NAPLAN:</b> <ul style="list-style-type: none"><li>• Numeracy increase of 2% [uplift from baseline]</li></ul>	<ul style="list-style-type: none"><li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li></ul>
<b>Achievement of school-determined targets:</b>  Year 1 Phonics Screening Check  73% of students in Year 1 are "on track"	Year 1 phonics screening check was conducted in Term 3, Week 8. 63.9% of Year 1 students partially demonstrated phonic knowledge. 36.1 % of Year 1 students require additional monitoring. Identified students will receive extensive support from our COVID-ILSP teachers in 2023 during Semester one.

## Strategic Direction 2: Powerful feedback

### Purpose

To analyse and utilise feedback from all stakeholders to drive learning. Feedback will be relevant, constructive and authentic. This will refine practice, maximise engagement, build knowledge and increase success.

### 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.

- Timely Feedback
- Effective Feedback

### Resources allocated to this strategic direction

**Beginning teacher support:** \$43,434.00

**QTSS release:** \$128,000.00

**Per capita:** \$650.00

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Achievement of school determined targets</b></p> <p>To increase the number of students receiving timely and effective feedback.</p> <ul style="list-style-type: none"><li>• 60.3% of students in Years 4-6 identify on the TTFM survey, that feedback received gives a clear understanding of how to improve [uplift of 7.3% from baseline]</li></ul>	<p>In 2021 Yagoona Public School moved across to using the Tell Them From Me [TTFM] surveys. This year baseline data for explicit teaching and timely feedback, which encompasses:</p> <ul style="list-style-type: none"><li>• teachers setting clear learning goals,</li><li>• established expectations,</li><li>• checking for understanding and providing feedback scored 8.0 compared to NSW Govt Norm of 7.5.</li></ul> <p>Our aim for 2023 will be the continuation of timely feedback as an important tool for students, staff and parents to support academic success.</p>
<p><b>Achievement of school determined targets</b></p> <p>Increase teachers providing timely and effective feedback to students and parents.</p> <ul style="list-style-type: none"><li>• Utilising 2021 Tell Them From Me [TTFM] data to reach or exceed the NSW Government norm in Quality Feedback.</li><li>• Increase parent's understanding of student learning through explicit feedback [measure used face to face meetings and parent/teacher/student conferences]</li></ul>	<p>Our 2022 Tell Them From Me [TTFM] teacher survey responses, identified our school mean for feedback had an uplift of 0.7. This exceeded our expectations and will remain a focus for students, staff and parents throughout 2023. In 2022 staff increased our parent engagement via new platforms such as Zoom and Class Dojo to share student successes and host online parent forums and information sessions. Staff held termly parent meetings to ensure our community was informed about school initiatives, directions and health safety guidelines.</p>

## Strategic Direction 3: Monitor and movement

### Purpose

To create a culture of high expectations using data consistently and effectively to refine practices and enable improvement for all.

### 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 driven practices
- Assessment in action

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$240,674.00

**Per capita:** \$30,000.00

**Professional learning:** \$4,000.00

**Socio-economic background:** \$154,000.00

### 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
<b>System negotiated target- Attendance</b> <ul style="list-style-type: none"><li>• Percentage of students attending school &gt; 90% of the time [uplift from baseline] by 4.7%</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased by 14% from 2021.</li></ul>
<b>System negotiated targets- Wellbeing</b> <p>The proportion of students reporting:</p> <ol style="list-style-type: none"><li>1. <b>Expectations for success</b>- continue to remain above the NSW Government "Norm" of 8.7 [TTFM-2020]</li><li>2. <b>Advocacy</b> - continue to remain above the NSW Government "Norm" of 7.7 [TTFM -2020]</li><li>3. <b>Sense of belonging at school</b>- to reach and exceed the NSW Government "Norm" of 81% [TTFM-2020]</li></ol> <p>[School has historically not utilised the Tell Them From Me surveys prior to 2021]</p>	<p>In 2022 our Tell Them From Me results indicated the following:</p> <ul style="list-style-type: none"><li>• 8.8 is our school mean compared to 8.7 NSW Govt Norm for YPS staff emphasising academic skills and fostering high expectations for all students to succeed.</li><li>• 7.8 is our school mean compared to 7.7 NSW Govt Norm, YPS students feel they have someone at school who consistently provides encouragement and provides advice.</li><li>• 71% of YPS students felt accepted and valued by their peers and others at our school. The NSW Govt Norm is 81%, in 2022 this is an area for further development.</li></ul>
<b>Achievement of school determined targets</b> <p>Improvement as measured by the School Excellence Framework:</p> <b>Teaching</b> <p>Element : Data Skills and Use</p>	<p>In our 2022 annual School Excellence Framework School- assessment Survey [SEF S-aS] element: Data Skills and Use the following was determined:</p> <ul style="list-style-type: none"><li>• Data literacy Sustaining &amp; Growing [S&amp;G]</li><li>• Data analysis- moved into Sustaining &amp; Growing [S&amp;G], the leadership team needs to meet and comprehensively analyse student progress and data.</li><li>• Data use in teaching [D] to move into Sustaining &amp; Growing [S&amp;G] assessments developed need to be used across the grade and years. In</li></ul>

- Focus theme: Data literacy [S & G]
- Focus theme: Data analysis [S & G]
- Focus theme: Data use in teaching [S & G]
- Focus theme: Data use in planning [S & G]

2022 we have developed a consistent approach to analysing student results, identifying gaps and providing learning opportunities for students to extend, however, we need to ensure that assessments conducted this year are utilised next year and beyond to compare results overtime. This comparison will see our annual reflection move from developing to sustaining and growing.

- Data use in planning [D] to move forward to Sustaining and Growing [S&G], staff planned to conduct student/parent/teacher conferences in 2022 but due to health guidelines these did not occur. Conferences were held over the phone where students will be able to articulate their current levels across Mathematics and set achievable goals with their teacher and parents. Aim for 2023 is plan and hold conferences face-to-face.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,486.84</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Reading / Whole school Reading strategy</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 additional staff for targeted student support</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• Professional learning for EALD staff. Staff working with EALD network specialist.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Creation of fluid groups to meet student needs as assessed by EALD specialist teachers. Groups withdrawn for paired and small group explicit instruction. At times EALD staff support students in class working parallel with the classroom teacher and during other times has organised a support timetable that ensures all students receive equitable support throughout the week. Our new arrival students receive additional and targeted support from specialised and trained EALD staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continue equitable allocation of staff to students according to their needs.</li> <li>* DPCW to continue to supervise and oversee the EALD staff allocation, teaching and learning programs .</li> <li>* EALD teachers input into warm-ups and learning sprints is maintained as all EALD staff are allocated to a grade/stage.</li> <li>* Using analysed data, EALD staff to be trained in vocabulary instruction to improve student outcomes.</li> </ul>
<p>Integration funding support</p> <p>\$110,470.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yagoona 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>• Reading / Whole school Reading strategy</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- John Fleming "warm-ups" and Get Reading Right- synthetic phonics program.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</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></p> <ul style="list-style-type: none"> <li>* Students identified by teachers [classroom, EALD and support] receiving differentiated and targeted support to address individual needs within English.</li> <li>* SLSO staff trained in implementing innovative student need activities such as Little Learners Love Literacy [LLLLL] Macqlit and synthetic phonics.</li> </ul>

<p>Integration funding support</p> <p>\$110,470.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Staff [Teachers and SLSOs] continue working with the Deputy Principal Curriculum and Wellbeing and Assistant Principal Curriculum &amp; Instruction through differentiated professional learning to develop resources, literacy continuum and data reflections, to address individual learning plans.</li> <li>* Align current practices with the new K-2 and 3-6 English syllabus documents.</li> </ul>
<p>Socio-economic background</p> <p>\$426,897.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yagoona 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>• Reading / Whole school Reading strategy</li> <li>• Assessment in action</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 small group in-class support and intensive withdrawal sessions to support identified students with additional needs</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Staff release to allow for classroom observations and feedback sessions.</li> <li>• SLSOs trained in implementing explicit literacy and numeracy strategies to assist in small group withdrawal sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Each grade, EALD and COVID ISLP groups were assigned a School Learning Support Officer [SLSO] to support students social, emotional and academic growth.</li> <li>* SLSOs were trained by Deputy Principal Curriculum and Wellbeing [DPCW] in implementing targeted programs to meet individual needs. All groups were monitored through assessments, which identified focus areas and future teaching and student goals.</li> <li>* Deputy Principal Curriculum and Wellbeing [DPCW] and Assistant Principal Curriculum &amp; Instruction [APCI] facilitated differentiated training, observations and feedback cycles for all staff and students involved.</li> <li>* DPCW &amp; APCI developed, with teaching and SLSO staff; program continuum, resource management, timetabling, data collection and assessment cycle.</li> <li>* Staff K-2 implementing new English syllabus and staff 3-6 familiarising themselves with DPCW and APCI support to develop new scope and sequences.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Develop scope and sequences, continuity of programming, to assist in efficient organisation of program implementation aligned to the new English syllabus.</li> <li>* Increase the accountability of SLSOs performance and development plans [PDPs], training of SLSOs to create, under the DPCW and APCI supervision, learning activities to drive student achievement.</li> <li>* Continue the employment of grade SLSOs to assist teachers implement wellbeing strategies [academic, social and emotional] including attendance.</li> </ul>
<p>Aboriginal background</p> <p>\$3,687.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yagoona 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>• Reading / Whole school Reading strategy</li> </ul>

<p>Aboriginal background</p> <p>\$3,687.82</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Identifying First Nation students received a Personalised Learning Pathway [PLP] that was created in consultation with student, teacher and family. Plans assist classroom teachers address established goals through quality and differentiated teaching.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continuing the release of teachers to be off class to create PLPs with student, teacher and family.</li> <li>* Purchase resources to support First Nation perspectives across all Key Learning Areas, with a focus on literacy resources.</li> </ul>
<p>English language proficiency</p> <p>\$629,705.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yagoona 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>• Reading / Whole school Reading strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs.</li> <li>• Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> <li>• Employment of additional staff to support delivery of targeted initiatives.</li> <li>• Withdrawal lessons for small group (developing) and individual (emerging) support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Specialised EAL/D programs that include: small group withdrawal and in class support. Students are working on theme-based programs to increase vocabulary.</li> <li>* Streamlined use the EAL/D teachers by creating a horizontal timetable that reflects students access to EAL/D support more frequently throughout the week.</li> <li>* EALD staff working in consultation with our EALD Education Network Specialist.</li> <li>* Creation of resources to enhance "hands on" materials for students to build vocabulary knowledge.</li> <li>* Teachers created age appropriate short stories to promote speaking and listening opportunities.</li> <li>* Provide excursions for students to build upon general knowledge, increase connections between text and environment and promote speaking and listening opportunities whilst exploring new places, such as the beach and fruit markets.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continue consultation with network specialist and expand the targeted program to include reading and writing.</li> <li>* Align our EAL/D program with the new K-2 English syllabus.</li> <li>* Connection of EAL/D phasing to classroom planning and practice.</li> <li>* Semester 1 2023 reports to reflect EAL/D phases.</li> <li>* EAL/D teachers to provide phasing professional learning to staff.</li> <li>* Employ bilingual EAL/D teachers or SLSOs to support New Arrival students and program.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$240,674.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Yagoona Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• Targeted students are provided with an evidence-based intervention Minilit and Macqlit to increase learning outcomes.</li> <li>• Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Professional learning provided to SLSOs on explicit teaching of reading skills and strategies.</li> <li>* SLSOs trained in testing, preparation, delivery and evaluating in Minimash [a combination of MiniLit strategies and warm-ups delivered 30 mins a day, 5 days a week]</li> <li>* Class sizes under departmental recommendations allowing for targeted literacy and numeracy programs, opportunity to cater for different learning styles and needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue the employment of an SLSO assigned to each grade to support student needs- working in class with small groups and withdrawal of small/paired groups to offer explicit support.</li> <li>* continue to employ additional staff to reduce class sizes and offer a more intensive academic program for students.</li> </ul>
<p>Professional learning</p> <p>\$51,000.00</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 Yagoona 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>• Reading / Whole school Reading strategy</li> <li>• Numeracy / Whole school Numeracy strategy</li> <li>• Assessment in action</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modeled, interactive, guided and independent writing</li> <li>• Staff attend high impact professional learning at local and regional schools to observe explicit instruction and warm-ups</li> <li>• Consultation and collaboration with John Fleming [Effective instruction - Good to great schools Australia] to introduce and embed "Warm ups" as part of daily routines in English and Mathematics</li> <li>• Staff attend differentiated impact professional learning, K-2 new syllabus implementation, 3-6 essential assessment software and syllabus 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>* Embedding warm-up techniques in mathematics, reading and writing with consultation and ongoing professional learning with John Fleming.</li> <li>* Staff attending other schools to observe all processes in action for explicit teaching and warm-ups techniques. Staff inspired by their observations shared back information, teaching techniques and data that ensured whole</li> </ul>

<p>Professional learning</p> <p>\$51,000.00</p>	<p>school participation in these new pedagogies.</p> <ul style="list-style-type: none"> <li>* Over 90% of ALL staff implementing daily warm-ups in Mathematics.</li> <li>* Shared resource drive with all created warm-ups stored for future use.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continuation of partnership with John Fleming to create and modify warm-ups to ensure whole school consistency and school expectations.</li> <li>* 2023 trial of warm-up scope and sequence and resource bank in a centralised positions for staff to access.</li> <li>* 100% participation of Kindergarten to Year 6 teachers using mathematics warm-ups to improve student automaticity of base skills.</li> <li>* Continue forming collegial networks to improve Kindergarten teaching and learning directions.</li> </ul>
<p>QTSS release</p> <p>\$128,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yagoona 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>• Timely Feedback</li> <li>• Effective Feedback</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 teaching staff to implement explicit teaching model under the guidance of the DPCW and APCI.</li> <li>• Additional staffing to support collaboration in the implementation of high-quality curriculum planning, assessment collections and analysis of data driven through Planning and Collaboration [PLaCO] sessions.</li> <li>• Assistant Principals provided with additional release time to support classroom teachers [programming, classroom observations, team-teaching etc.]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Assistant Principals and aspiring leaders provided with additional release time to work with their teams organising demonstration lessons, teacher and classroom observations and co-teaching sessions to enhance stage alignment to curriculum and scope and sequences, consistency in content and instruction and improve staff teaching practices.</li> <li>* Employment of additional staff member to support our release from face to face [RFF] and community language [CML] allocations to provide our planning and collaboration [PLaCO] roster. This roster allows for grades to collaborate with DPCW and APCI to analyse data, teaching &amp; learning sprints, teaching &amp; learning programs, consistency in teacher judgment and delivery of timely and effective feedback. DPCW and APCI offer targeted professional learning in PLaCO sessions and time to create the next fortnightly learning sprints based on student and staff feedback.</li> <li>* Students beginning to used feedback provided [teacher or peer] to assist in identifying their future learning goals .</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continuation of QTSS funds to support our PLaCO timetable to embed collaboration of staff, consistency with teaching practices, learning intentions and success criteria [LISC] marking rubrics and feedback opportunities.</li> <li>* Employment of additional teacher to support PLaCO roster which facilitates stages to be released together with their supervisor, APCI and DPCW.</li> </ul>
<p>COVID ILSP</p> <p>\$343,969.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

COVID ILSP

\$343,969.00

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- Employment of teachers/educators to deliver small group tuition
- Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- Providing targeted, explicit instruction for student groups in literacy.
- Employing staff to provide online tuition to student groups in literacy.
- Development of resources and planning of small group tuition under the guidance of DPCW and APCI.
- Leading/providing professional learning for COVID educators

**The allocation of this funding has resulted in the following impact:**

- \* Minilit program implemented in Years 1 & 2. 92% students achieved over 50% growth in oral and written assessments, conducted throughout the year.
- \* School learning support officers [SLSOs] were trained in and implemented the Minimash program [teacher directed, needs based program] to support students in Years 1-5.
- \* Employment of two COVID Intensive Learning Support Program [ISLP] teachers who provided small group tuition, withdrawal groups and in-class support.
- \* Employment of SLSOs to support small group literacy tuition.
- \* COVID ILSP in-class support directed at targeted groups in Years 1 & 2 within literacy and numeracy rotations.

**After evaluation, the next steps to support our students will be:**

- \* Continue the implementation of small literacy and numeracy tuition utilising our 2023 COVID ILSP Semester One funds. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers during PLaCO sessions.
- \* Providing additional intervention support, employ an additional teacher to focus on working with grades to identify students not yet meeting their learning goals.
- \* Continue professional learning to focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.
- \* Continue the employment of additional SLSO' to support small group tuition within literacy.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	309	313	293	309
Girls	247	259	262	284

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.1	89.8	91.8	85.4
1	91.0	91.8	90.9	86.0
2	87.9	92.8	92.3	85.0
3	92.3	91.8	93.4	85.0
4	93.7	93.7	92.7	88.3
5	92.2	94.1	92.8	86.9
6	91.4	94.0	93.0	85.4
All Years	91.1	92.5	92.4	85.9
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
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	28.81
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	5
School Administration and Support Staff	13.06
Other Positions	2.6

\*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 Actual (\$)
<b>Opening Balance</b>	885,600
<b>Revenue</b>	9,138,393
Appropriation	9,012,697
Sale of Goods and Services	23,875
Grants and contributions	95,838
Investment income	5,283
Other revenue	700
<b>Expenses</b>	-8,425,914
Employee related	-7,739,741
Operating expenses	-686,173
<b>Surplus / deficit for the year</b>	712,479
<b>Closing Balance</b>	1,598,079

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>	117,957
<b>Equity Total</b>	1,303,800
Equity - Aboriginal	3,688
Equity - Socio-economic	426,897
Equity - Language	629,722
Equity - Disability	243,493
<b>Base Total</b>	5,996,703
Base - Per Capita	152,406
Base - Location	0
Base - Other	5,844,296
<b>Other Total</b>	917,938
<b>Grand Total</b>	8,336,398

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

In 2022 our parents did not engage with the Tell Them From Me survey link which was sent out. This maybe due to language barriers and access to technology. We have been able to gather data from Class Dojo, anecdotal notes and observations in parent participation and data gathered from School Interviews. The following has been achieved:

- Over 70 teachers, 622 students and 908 parents were connected to Class Dojo in 2022. We averaged 96% positive feedback from our parent community through Class Dojo. Over 19% of parents accessing the translation function within the software to keep up to date with the schools events, sharing in student success and event stories and photos.
- 43% of families attended Semester 2 student/ teacher/parent conferences in person, the remaining families opted for a phone conference. Since COVID had prevented us from having face-to-face interviews this was a pleasing statistic.

Students in years 4 & 6 completed the 2022 Tell Them From Me shortened survey which indicated that Yagoona Public School students again were above NSW Govt Norms in many domains such as; positive sense of belonging, explicit goals for learning and feedback, consistently providing encouragement and advice and creating a positive learning climate. 83% of students surveyed identified that university is a place where they want to continue their studies.

Staff indicated through their annual review surveys that they wish to continue with planning and collaboration days [PLaCO], however, would like to move away from once a fortnight to weekly allocations [Week A- 2 hours and Week B- 3 hours] Staff strongly wish to continue with Release from Face to Face teachers covering Key Learning Area subjects Science, Geography and History. Other positive feedback included the employment in 2023 of the grade SLSO' to continue supporting students with additional learning needs. Executive will look at 2023 funding allocations to see if this is possible.

# 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.