

2022 Annual Report

Yarrawarra Public School



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Introduction

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

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

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Message from the principal

2022 has been a wonderful year here at YPS. With no lockdowns and a full year of face-to-face learning I am sure your little people are feeling very tired, especially our amazing Year 1 and 2 students who have finally had a "normal" year of schooling. My absolute deep-felt thanks to our parent and community body who continue to support us and our students. Our children are at the heart of all we do.

Our students continue to impress me with their academic gains and the impressive results we are seeing at YPS are also attributed to our hard-working teachers and SLSOs who truly are experts in current evidence-based practice and give 110% every single day.

I honestly could not be prouder of the students at Yarrawarra. They are kind and friendly, always greeting me with a smile in the playground. They always strive to uphold our REACH values of Responsibility, Excellence, Acceptance, Cooperation and Honesty and the number of Gold Awards and Principals Awards achieved this year has been impressive. So many of our students have proudly represented themselves and Yarrawarra this year in a variety of fields, from debating and public speaking to choir, dance, chess, and sport, just to name a few, and I want them to know that we are extremely proud of you all and you are to be congratulated.

Student wellbeing is always a priority at Yarrawarra Public School. Thank you to Linda Greening and Kellie Stubbs for all their efforts in bringing the Kindness Curriculum to our school as part of our CARE groups program. To be selected as one of 5 pilot schools to be part of the Kindness Factory focus is an absolute honour and a fantastic opportunity for our children. The "Got It" program was also a huge success and I thank Kirsten Boon for her efforts in ensuring this program ran smoothly. I also thank Mrs Christie Davis for coordinating our Zones of Regulation lessons and Mrs Greening for being our Be You coordinator. These initiatives will continue in 2023. Coupled with our Positive Behaviour for Learning approach and new behaviour strategy (led by Mrs Thomas and Mr Kingham) will ensure that student wellbeing is well catered for and prioritised at Yarrawarra in 2023.

YPS is extremely fortunate to have such a hard-working and committed P&C. The P&C have had a very successful year and I thank everyone involved in continuing to bring great experiences and fundraisers to our school. Events such as State of Origin donut day, Mothers' Day and Fathers' Day stalls and Christmas markets of course provide fundraising to purchase much needed resources for our students but are also outstanding in contributing to our sense of community. Congratulations to the P&C on another successful year and thank you to the executive and all volunteers for your commitment to our students and our school.

To our outgoing Year 6 cohort, you have been a wonderful cohort and we know that you will carry the Yarrawarra spirit with you on your high school journey. Our prefect leadership team have done an amazing job in leading the student body - thank you for leading the school with such passion, commitment and true care.

A school simply does not operate without the dedication of exceptional staff. So, to my teachers, executive, SAS staff, GA, Speech Therapist and Counsellor - I sincerely thank you. Thank you for all that you do for the students and community of Yarrawarra. Thank you for not only rising to, but exceeding my expectations. You are deeply valued, and

our students are lucky to have you.

In closing, thank you to my YPS family for another fantastic, fun, and memorable year. It is an honour to be principal of this beautiful school and I am looking forward to the many exciting events and learning opportunities already being planned for 2023.

Thank you all for your contributions to our amazing school this year. May you have a relaxing summer break and all the best for another great year in 2023!

Kyleigh Nash

Principal

Message from the school community

I am delighted to present a report on behalf of the Yarrawarra Public School P&C Association for 2022.

After two years with chunks of remote learning and a range of other pandemic-related disruptions, that most of us would rather forget, it has been an absolute pleasure to be involved with the Yarrawarra Public School P&C this year, when things have been returning to some form of normality.

I would like to start with thanks to the amazing teachers and staff here at Yarrawarra Public School. Our school community is so fortunate to have such an inspiring team looking after and nurturing our children.

Secondly, I would like to thank the tireless efforts of the P&C committee. We may have been small in number, but the commitment and dedication shown by those involved (alongside their day jobs and parenting responsibilities) has been nothing short of incredible.

Our program of activities would also not have been possible without the assistance and support of the broader school community. Many parents and school staff have given up their time to volunteer, bake cakes, donate items and support our events. We thank each and every one of you.

Highlights of this year's P&C events calendar have been the New Families Welcome BBQ at the start of the year, the ever-popular Easter chocolate raffle to close out Term 1, the Federal Election BBQ, raffle and cake stall, sausages aplenty at the Bunnings BBQ and the hugely successful Christmas Night Market. I'm sure all who attended the night market a couple of Fridays ago, will agree that it was fantastic to get the whole school community together for such a fun evening.

I would like to extend our thanks to Kore Property, Hill & Viteri and Camp Australia for providing sponsorship for P&C events this year.

As always, the P&C has been able to provide opportunities for the students to purchase gifts for mothers and fathers days, has kept the uniform shop up and running and the canteen has provided parents with a reprieve from lunchbox packing on many Fridays throughout the year.

On the subject of the canteen, I would like to extend particular thanks to Jen Cavanagh who has been an excellent canteen coordinator this year. Things have run like clockwork and Jen, along with her team of regular volunteers, has been kept very busy feeding hungry bellies. Jen's BBQ skills are also unrivalled. Jen's youngest son is in Year 6, so we are sadly losing Jen from the P&C at the end of this year. Please join me in thanking Jen for her hard work and dedication. You have left big shoes to fill next year.

I would also like to thank Jodi Kay, whose youngest of three daughters is also off to high school. Jodi has been a YPS for a long time, was a regular volunteer in the canteen for several years and her beautiful cake donations are always very popular on our cake stalls. Please join me in thanking Jodi for all her efforts and support for P&C activities.

I am delighted to report on the financial successes of this year's P&C fundraising. Our financial contributions to the school this year have funded new Lexile levelled reading books, computer equipment and a contribution towards the Year 6 shirts. At our most recent meeting, our treasurer reported a fundraising total of over \$18,000 this year, plus additional funds raised through the canteen. We look forward to starting next year with the ability to make a significant donation to our school for resources and opportunities for the students in 2023.

Finally, I would like to thank the Yarrawarra students. They are the reason we are all here. Everything that the P&C does is with them in mind. This year, we have sought to focus on the community element particularly after the disruption in recent years. Our focus, both with fundraising and all P&C organised activities is to provide a range of events to give the students here at YPS additional educational opportunities and plenty of fun. The P&C wishes all departing students

the very best on the next stage of their educational journey, but we look forward to welcoming you back to community events next year.

Lastly, a shameless plug: the P&C is seeking new members for 2023. If you have any interest I am happy to chat with you and I encourage as many parents as possible to get involved.

Nicola McMahon

P&C President

School vision

The Yarrawarra Public School learning community values the individuality and wellbeing of each student. Through high expectations, evidence-based practices, explicit teaching and a knowledge-based curriculum, we provide educational excellence and develop the potential of all students.

School context

Yarrawarra Public School was established in 1969 and is built on the traditional lands of the Dharawal speaking people. Yarrawarra PS has a student population of approximately 250 and is organised into 10 classes. Our school has a strong emphasis on sustainability and the environment, enjoying a native bush setting and close knit community.

Our students are taught by dedicated teachers with high expectations, who work collaboratively to create a learning community that focuses on continuous improvement. Teachers use evidence-based practices school-wide and address the target areas of literacy and numeracy through explicit teaching and an engaging knowledge-based curriculum. As a learning community we are collaboratively working to ensure we are delivering a unified vision for teaching and learning across the whole school.

Teachers have a deep understanding of cognitive load theory and teach a knowledge-based curriculum. They are continuously upskilled through in-depth professional learning to ensure our pedagogical practices are based on current research. Continual monitoring of student performance data determines our areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Children are at the centre of all decision making. Each student is valued and cared for by all members of the school community and supported to ensure they meet their potential. Staff nurture professional relationships with students which are safe, respectful and supportive. We are a Be You school where staff are trained in helping children achieve their best possible mental health. Our PBL program creates a positive learning environment for all students and supports our school values Be Safe, Be Respectful, Be an Active Learner. Our school has a supportive and nurturing school culture that fosters confident and resilient learners whereby positive and respectful relationships thrive. Students are motivated to deliver their best for continual improvement.

All classrooms across the school are fitted with the latest interactive whiteboards; "CommBoxes" and access to quality technology to enrich learning and allow all students to develop the high level of technological skills expected of school leavers. We have a well-resourced STEM flexible learning space to ensure that every child has access to resources that engage and extend students in the study of STEM.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

With high expectations, effective data use and evidence-based practices, we will attain a positive trend in value-added NAPLAN results and students will meet or exceed expected growth in reading and numeracy.

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 Use

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$5,030.00

Low level adjustment for disability: \$14,907.98

Literacy and numeracy: \$1,800.00

QTSS release: \$7,098.00

COVID ILSP: \$68,440.00

Integration funding support: \$182,120.00

Summary of progress

The school identified a whole-school assessment schedule as a focus for improvement for 2022.

Across every term, teachers were guided and supported to assess students for, as, and of learning, to best inform teaching and learning programs moving forward.

In Stage 1, assessment practices were developed and implemented including: fortnightly phonics assessments, weekly independent writing tasks, weekly maths retrievals and trialling Spelling Mastery for Year 2. Unaided Writing assessments were conducted termly.

In Stages 2 and 3, new assessment practices were introduced including: Spelling Mastery placement test, weekly spelling assessments that were centrally tracked, bi-termly Lexile levelling assessments to track student comprehension, cold writes as diagnostic assessments in writing, followed by termly Unaided Writing assessments, and regular topic-based Prime maths assessments. Year 2 to Year 6 also completed PAT tests in Term 1 and 3.

Teachers were provided with spreadsheets highlighting student achievement in PAT and Check-in Assessments. Screening then occurred after these assessments to identify students requiring intervention.

Based on analysis of NAPLAN, PAT and Check in data, our whole school focus shifted from synthetic phonics and vocabulary, to fluency and comprehension. In particular 'inferring' was highlighted as an area for targeted explicit teaching in English, as was breaking down and accurately solving word problems in mathematics.

The development and implementation of a whole school assessment schedule enabled teachers to consistently track diagnostic, formative and summative data across grades, stages and the whole school. Teachers were also given additional time to administer assessments and track data.

Goals for 2022 were teacher efficacy and greater 'buy-in' over the value of data and its place in a quality teaching and learning cycle. Executives also aimed for greater teacher engagement in professional learning (PL) and feedback on where teachers believed they could improve, or needed more PL.

Progression towards 2022 annual progress measures captured by internal data and system check-in data supported evidence of progress.

Feedback is now embedded into every PL session provided by our executive. All PL sessions are aligned with the school vision and strategic direction focus of that week, as well as the Teaching Standards required for NESA accreditation.

Analysis of Check-in data and internal assessment data related to students' skills in English and mathematics revealed progress is being made towards our 2022 annual progress measures and were on track to achieving our improvement measures for reading.

When capturing baseline data and completing short assessments, the Learning and Support team identified students

requiring intervention in reading. These students received daily intensive small group instruction in MiniLit, MultiLit, MacqLit and Corrective Reading. This was funded through Covid Support funds.

Adjustment to assessment, data collation and analysis is expected in 2023 to align the new K-2 Syllabi in English and mathematics, and also with the YPS Core Programs. PL for the 3-6 Syllabi will also be a priority for teaching staff when they become available. Adjustment of our semester reports will occur, again aligning with the new syllabi.

We have identified HPGE students in spelling through collation of data across this year, and, from 2023, we will be beginning a HPGE spelling group focusing on developing vocabulary and writing skills for those high-achieving students. There will also be a pull-out maths group to support students, who we have identified through data and observations as requiring further differentiation from our evidence-based maths program.

Moving forward as a school we will focus on analysing data more deeply, to best inform our teaching, planning and assessment. We have had early career teachers join the YPS team, who will benefit from our mentoring and training program that supports our evidence-based practices. Data tracking is improving within the school, this is an area that the APC&I will focus on, to upskill all teachers and ensure assessment and data tracking remains consistent across the school in 2023.

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 2 bands of NAPLAN reading to be at the system-negotiated lower bound target.	NAPLAN data indicates that this progress measure was not met for this cohort.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be at the system-negotiated lower bound target.	NAPLAN data indicates that this progress measure was not met, however, there was substantial growth in Year 5 numeracy.
Increase the percentage of students achieving expected growth in NAPLAN reading by 1.4%.	Growth data could not be measured as the NAPLAN was not sat in 2020 due to Covid-19.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 1.4%.	Growth data could not be measured as the NAPLAN was not sat in 2020 due to Covid-19.
Data use in planning improved towards sustaining and growing.	This progress measure was exceeded to 'excelling'.
Value-add, Student growth and Internal and external measures against syllabus standards improved towards sustaining and growing.	This could not be achieved as the NAPLAN was not sat in 2020 due to Covid-19.

Purpose

By building a whole-school, integrated approach to quality, high-impact teaching, curriculum planning and delivery, we will establish a learning community focused on continuous improvement.

Initiatives

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

- Continuous Improvement

Resources allocated to this strategic direction

Aboriginal background: \$5,300.00

Literacy and numeracy: \$5,461.99

Professional learning: \$17,128.05

Literacy and numeracy intervention: \$31,170.12

QTSS release: \$39,330.08

Summary of progress

The school identified reading as a focus for improvement for 2022. Throughout Term 1 and Term 2 all teachers were supported by professional learning (PL), run by Jo-Anne Dooner and 24/7 online learning modules, to increase their knowledge and understanding in comprehension, fluency and impactful guided reading practices.

Evidence-based school-wide programs have been embedded such as Morning Routine, Get Reading Right, Spelling Mastery and Fluency Development Lessons. Intervention programs including MiniLit, MultiLit, MacqLit and Corrective Reading are implemented in small group settings and differentiated to cater to all students' needs. Teachers implemented change through incorporating these successful evidence-based teaching programs into whole school Core Programs and Scope and Sequences.

At the beginning of each term, stage teams consult the Core Program and Scope and Sequence to backward map their literacy program, including diagnostic, formative and summative assessments. Teachers write texts as exemplars to help inform their teaching and daily lessons.

Morning Routine supports building vocabulary, schema and grammar to build specific skills so students can achieve the success criteria related to the Unaided Writing task.

Throughout the year, the executive team have engaged in professional learning using a variety of platforms. Areas covered in this professional learning includes; resourcing, budgeting, data discussions, staff and student wellbeing, curriculum, community engagement and school planning. The expanded executive team have participated in substantial relieving duties as principal and assistant principal, and continued participation in the Shadow Mentorship program to build capabilities and expertise in leadership roles within the school.

In Term 1 we were focused on guided reading practices with a view to target the teaching of comprehension strategies in Semester 2. After consultation with our Instructional Leader, staff chose to focus on the explicit teaching of fluency, with Fluency Development Lessons trialled in every classroom as a way to track students fluency, intonation and prosody.

All staff were given the opportunity to participate in the 24/7 online modules and whole day professional learning and demonstration lessons run by expert Instructional Leaders. This was to develop their knowledge and understanding in guided reading and fluency.

The continued adjustments and development of our YPS Core Program and Scope and Sequences supported the explicit teaching of the 'Big-6' reading skills from the current NSW DET curriculum reforms.

Stage teams regularly and consistently discussed and collaborated with each other during stage meetings and RFF days to create, plan and deliver explicit, evidence-based programs using the knowledge gained from these PL sessions.

We have had early career teachers join the YPS team, who will benefit from our mentoring and training program that supports our evidence-based practices. We are also finding the balance between providing explicit, sometimes scripted programs and encouraging teacher efficacy and 'buy-in'.

Teachers apply and consistently use a range of evidence-based teaching practices to optimise learning progress for all students. Assessments are used across the reading practices in all classrooms to promote consistent judgement and inform practice. Staff collaborate and use student progress and achievement data to identify strategic priorities for continuous improvement. (Focus for 2022: reading)

When capturing baseline data and completing short assessments, the Learning and Support team identified students requiring intervention in reading. These students received daily intensive small group instruction in MiniLit, MultiLit, MacqLit and Corrective Reading. This was funded through Covid Support funds.

Termly reflection of Core teaching programs demonstrate refinements or adjustments needed in the planning, teaching and assessment process. To facilitate this our staff have stage-based RFF, collaborative planning platforms, collegial discussions and refer to data that has been collated in formal and informal assessments.

Next year, in this initiative/strategic direction, we will work with staff to extend our focus to further develop the explicit teaching of fluency and comprehension across the school. We have established a process to provide staff with feedback to refine the implementation of their teaching and learning of our Core Programs. This is relative to improving students' fluency and comprehension because this follows the reading skill sequence of the Big-6. We know through our data analysis that comprehension is impacting on students' literacy and numeracy results.

The executive team will continue to engage in professional learning to refine and upskill their knowledge and understanding to best support the principal.

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
Explicit teaching and literacy and numeracy focus improved towards excelling.	This progress measure has been met.
Curriculum provision, teaching and learning programs, and differentiation improved towards excelling.	This progress measure has been met.
High expectations culture improved towards sustaining and growing.	This progress measure has been exceeded to excelling.

Strategic Direction 3: A planned approach to wellbeing

Purpose

In developing whole-school wellbeing processes, we will support the cognitive, social, emotional, physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn.

Initiatives

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

- Connectedness Initiatives

Resources allocated to this strategic direction

School support allocation (principal support): \$12,108.30

Socio-economic background: \$15,512.46

Aboriginal background: \$8,527.39

English language proficiency: \$3,805.33

Low level adjustment for disability: \$78,366.81

Summary of progress

The school's main focus continues to be refining and reinforcing a whole school approach to student wellbeing and engagement. Focusing on building, maintaining and restoring positive relationships.

In Term 1, we reinforced our Positive Behaviour for Learning (PBL) expectations and explicitly taught the behaviour actions matrix for the outside and classroom settings. We launched PBL in a whole school assembly, inviting the whole school community to attend. Throughout the school year "Burrabucks" have been distributed fast and frequently to reinforce our positive behaviour expectations across all settings in the school. The students respond positively to Burrabucks. Burrabucks are placed into their sports house rewards tube in the playground. Students monitor the progress when on the playground and are very excited to receive one. They can also state the reason they received the Burrabuck, reinforcing the language of the expected behaviours we are using in the matrix. We have introduced a reward day at the end of each term for the winning sporting house who received the most tokens.

This year we have been focussing on developing a draft of the School Behaviour & Management Plan. This involved reviewing our existing Discipline Policy and making changes to timeout procedures through the introduction of the reflection space, focusing on a restorative practice approach. Changes were made to classroom behaviour charts to include a 'stoplight' system. Positive Behaviour for Learning drives our behaviour & support management plan. Changes were taken to staff and the P&C for consultation and adjustments made as required.

The school's wellbeing programs and Continuum of Care have been reviewed and updated. We have continued to focus on social/emotional wellbeing across the school, focusing on self-awareness, self-control and interpersonal skills through Zones of Regulation and CARE groups. The Mentor Program has ensured that every child has an advocate in the school and feels comfortable to approach a staff member in times of need for support.

The Got It program was successfully implemented this year. Selected parents and students attended sessions over a ten week program to support students experiencing high anxiety. Strategies and support were provided to the families.

Parent teacher interviews, IEP and PLP meetings were offered twice this year to parents, increasing parents' communication and participation in their child's education.

This year we have inserviced staff on the new Inclusive, Engaging and Respectful School Policies at our Staff Development Days in Term 2 and 3. The new department Student Behaviour and Restrictive Practices Policies were implemented in Term 4.

All staff are keeping current with the latest evidence-based research and completed training in the Functional Behaviour Assessment module to develop effective behaviour learning plans. They also completed a module on classroom management skills.

Attendance has been closely monitored post COVID and a visual display of attendance- Every Day Counts- is on display in the office for staff only. Staff can now easily track individual attendance rates and improvements. This has resulted in improved attendance rates.

Further staff and parent consultation on the Behaviour Support Management Plan is required, ready for its implementation at the end of Term 1. We will update our mentor teachers next year and the Kindness program will be reintroduced into our CARE groups next year. The Inclusive Education Policy will be implemented next year. We will continue to strengthen our communication with the community.

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 attending school more than 90% of the time to be above the system-negotiated lower bound target of 89%.	This progress measure was met in Semester 1, but not met by the end of the year, with only 72% of students attending greater than 90% of the time. 2022 was a year with a higher than average sick leave rate.
TTFM wellbeing data (advocacy, belonging, expectations) improved to 96.5%.	This progress measure was achieved for advocacy and expectations and we are working towards achieving this benchmark in belonging.
School Excellence Framework (SEF) indicates improvement in a planned approach to wellbeing towards excelling.	This progress measure has been met.
School Excellence Framework (SEF) indicates improvement in classroom management towards sustaining and growing.	This progress measure has been exceeded to excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,120.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yarrawarrah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • social skills and playground programs <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students in the implementation of IEPs, so that students with additional needs are supported in classrooms and the playground.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support targeted students with the implementation of their individualised education plans (in 2023 to be named Personalised Learning and Support Plans [PLaSP]).</p>
<p>Socio-economic background</p> <p>\$15,512.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yarrawarrah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement social skills development programs to support identified students with additional needs • supplementation of extra-curricular activities and other school activities involving additional costs, such as excursions and incursions and providing students with economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources, such as MultiLit, MacqLit and MiniLit resources • employment of external providers to support students with additional learning needs including employing a speech pathologist one day per week <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students with social skill development, IEPs and behaviour plans were written for identified students requiring a differentiated program to support them in their learning, assisting families with some of the costs of schooling including supporting families with the purchasing of school uniforms, workbooks and equipment, attending excursions, incursions and camps, and extra-curricular opportunities, speech pathologist assessed referred students and provided reports to parents / teachers and provided therapy as required.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support students and families as required.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$3,805.33</p>	<p>all four phases of English language learning at Yarrowarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Identified EALD students provided with support from the Learning and Support Teacher in the classroom to advance academic achievement and English language knowledge and skills.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support identified students with the implementation of support programs and differentiated instruction in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$93,274.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Yarrowarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, MiniLit, MultiLit, MacqLit & Spelling Mastery to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: All students identified as requiring learning, behavioural or emotional adjustments had an Individual Education Plan. These plans were created in consultation with parents, the student, the class teacher and the Learning Support Coordinator. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school employed a Learning Support Coordinator and SLSOs to work with targeted groups focusing on literacy and numeracy needs. A speech pathologist was also employed to work with identified students.</p> <p>After evaluation, the next steps to support our students will be: The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. We will no longer employ a speech pathologist as we feel that value for money and educational outcomes was not being met.</p>
<p>Professional learning</p> <p>\$17,128.05</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 Yarrowarra</p>

<p>Professional learning</p> <p>\$17,128.05</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an instructional leader to unpack evidence-based approaches to teaching literacy and explore modelled, guided and independent reading and writing • staff engaging in a suite of online professional learning modules to improve pedagogy based on best practice • time provided to staff to complete online modules for curriculum reform <p>The allocation of this funding has resulted in the following impact: Increased staff knowledge on current evidence based practices in the teaching of literacy resulting in improvements to pedagogy, programs and the teaching/learning cycle across the school. Development of a core program that is consistent K-6 across the school. Staff have been upskilled in the curriculum reform for English and mathematics.</p> <p>After evaluation, the next steps to support our students will be: Improved understanding of how to use assessment data in programming to further increase student outcomes and inform teaching. Aligning programs with the new syllabus documents.</p>
<p>Literacy and numeracy</p> <p>\$7,261.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yarrawarra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Stage 1 teachers conducting the phonological awareness screener for Year 1 and using this assessment data in programming, implementing explicit and systematic programs to improve student learning outcomes in literacy and numeracy including: JEMM/EMM, PR1ME, Spelling Mastery, Get Reading Right, Heggerty's. Teachers participating in professional learning around these literacy & numeracy programs. Funding resources for these literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: This funding will go towards employing our Assistant Principal, Curriculum & Instruction in 2023.</p>
<p>QTSS release</p> <p>\$46,428.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yarrawarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use

<p>QTSS release</p> <p>\$46,428.08</p>	<ul style="list-style-type: none"> • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Succession building - The expanded executive team participated in the Shadow Mentorship program to build their capabilities and expertise in leadership roles within the school. From this program, 3 staff members have gained Assistant Principal, Curriculum & Instruction positions. The executive team will use executive release in leading and embedding the school plan and quality teaching programs to achieve set targets.</p> <p>After evaluation, the next steps to support our students will be: QTSS funds will still be used for executive release and succession building per the continuous improvement component of the SIP and there will be a greater focus on providing effective feedback to all teaching staff to continually improve practice. Funds will also be used to provide staff with additional RFF per the curriculum reform.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Yarrawarrah Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to support the delivery of evidence based literacy programs and data driven practices • employment of learning support teacher and coordinator to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • additional time provided to teaching staff to write and review quality IEPs for students requiring intervention and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Evidence based literacy programs being delivered effectively by teachers. High quality learning support practices and procedures to support student learning in literacy and numeracy. Improved IEPs for students and greater involvement of parents.</p> <p>After evaluation, the next steps to support our students will be: These funds will be used to employ our Assistant Principal, Curriculum and Instruction in 2023.</p>
<p>COVID ILSP</p> <p>\$68,440.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$68,440.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • 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 and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>Three groups of students participated in MacqLit reading intervention 4 times per week for 30 minutes focusing on phonemic awareness, phonics, blending, segmenting, text reading and ongoing assessments. 12/12 students experienced success on the MacqLit program with an improvement in the number of words read correctly per minute. 7/12 students had graduated from MacqLit at the beginning of 2023.</p> <p>MiniLit reading intervention was delivered to twelve Year 1 and Year 2 students split between 4 groups. MiniLit was delivered 4 x week for 40 minutes each session. Each lesson explicitly taught phonemic awareness, phonics, decoding, blending, segmenting, levelled text reading, assessment. 10/12 students improved their words correct per minute score, monitored fortnightly, and 8/12 students successfully completed and graduated from the MiniLit program.</p> <p>Corrective Reading comprehension intervention program was delivered to 25 students, split into 3 levelled groups, and ran 3 x week for 30-minute sessions. In this program, students were explicitly taught comprehension strategies and how to analyse and break down the components of a question. Assessments were embedded into the program, occurring every ten lessons, with 24/25 students scoring at least 7/10 in each test. Of the 25 students, 20 students demonstrated growth in their individual Lexile level and PAT-R results at the end of 2022.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The school will allocate these funds to employing SLSOs in 2023 as SLSOs are trained in implementing these small group interventions. The SLSOs will continue to support targeted students, based on assessment data, to provide differentiated teaching and learning intervention programs to support those students demonstrating that they were disadvantaged by the remote learning period.</p>
<p>Aboriginal background</p> <p>\$13,827.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yarrawarra 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Improvement • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • professional learning for staff <p>The allocation of this funding has resulted in the following impact:</p> <p>All students identifying as Aboriginal and/or Torres Strait Islander have a Personalised Learning Pathway. Events held to increase community consultation and engagement to support the development of cultural competency across the school, including the "Yarn Up" program. An Aboriginal Student Learning Support Officer was employed and ran many</p>

<p>Aboriginal background</p> <p>\$13,827.39</p>	<p>cultural programs including Yarn Up, students writing a personalised Acknowledgement of Country and Koori Club. Aboriginal Education resources were also purchased and staff participated in a variety of professional learning courses, including Connecting to Country.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning for staff, supporting the development of PLPs and increased opportunities for community consultation and engagement. Finalising our school's Reconciliation Action Plan (RAP). Further resources to support Aboriginal Education will be purchased. Employment of Elders to work with our students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	158	139	126	127
Girls	135	127	119	122

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	95.7	97.1	92.6
1	96.4	93.0	95.3	92.6
2	95.4	93.1	96.1	92.5
3	94.5	93.6	95.3	92.3
4	95.2	93.4	94.7	92.6
5	95.0	94.1	93.6	89.7
6	94.9	94.9	94.3	91.1
All Years	95.3	94.0	95.1	91.9
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

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.22
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public employment by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	264,745
Revenue	2,820,865
Appropriation	2,598,845
Sale of Goods and Services	1,133
Grants and contributions	212,364
Investment income	4,514
Other revenue	4,009
Expenses	-2,682,164
Employee related	-2,335,613
Operating expenses	-346,551
Surplus / deficit for the year	138,700
Closing Balance	403,445

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	182,120
Equity Total	126,420
Equity - Aboriginal	13,827
Equity - Socio-economic	15,512
Equity - Language	3,805
Equity - Disability	93,275
Base Total	1,981,353
Base - Per Capita	61,907
Base - Location	0
Base - Other	1,919,446
Other Total	152,423
Grand Total	2,442,315

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community. This year our school sought feedback through the NSWDoE Tell Them from Me initiative.

An analysis of the findings from the Partners in Learning: Parent Survey include:

- * Parents Feel Welcome - YPS 5.7 / NSWDoE 7.4
- * Parents are Informed - YPS 5.1 / NSWDoE 6.6
- * Parents Support Learning - YPS 6.6 / NSWDoE 6.3
- * School Supports Learning - YPS 5.9 / NSWDoE 7.3
- * School Supports Positive Behaviour - YPS 6.9 / NSWDoE 7.7
- * Safety at School - YPS 5.6 / NSWDoE 7.4
- * Inclusive School - YPS 4.7 / NSWDoE 6.7

Of note, only 18 parents completed the survey this year so this data is not reliable.

Students in Years 4-6 participated in the Tell Them From Me survey. The Student Outcomes and School Climate report demonstrated the following findings:

- * Students with positive behaviour at school - YPS 91% / NSWDoE 83%
- * Students who are interested and motivated - YPS 54% / NSWDoE 78%

Drivers of student outcomes as reported by our students show:

- * Students who are victims of bullying - YPS 20% / NSWDoE 36%
- * Students have advocacy at school - YPS 7.8 / NSWDoE 7.7
- * Expectations for success - YPS 8.4 / NSWDoE 8.7
- * Effective learning time - YPS 8.1 / NSWDoE 8.2

Our teachers completed the 'Focus on Learning' survey, and the Eight Drivers of Student Learning results were:

- * Leadership - YPS 8.3 / NSWDoE 7.1
- * Collaboration - YPS 8.9 / NSWDoE 7.8
- * Learning Culture - YPS 8.8 / NSWDoE 8.0
- * Data Informs Practice - YPS 8.7 / NSWDoE 7.8
- * Teaching Strategies - YPS 8.6 / NSWDoE 7.9
- * Technology - YPS 7.0 / NSWDoE 6.7
- * Inclusive School - YPS 9.0 / NSWDoE 8.2
- * Parent Involvement - YPS 8.2 / NSWDoE 6.8

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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