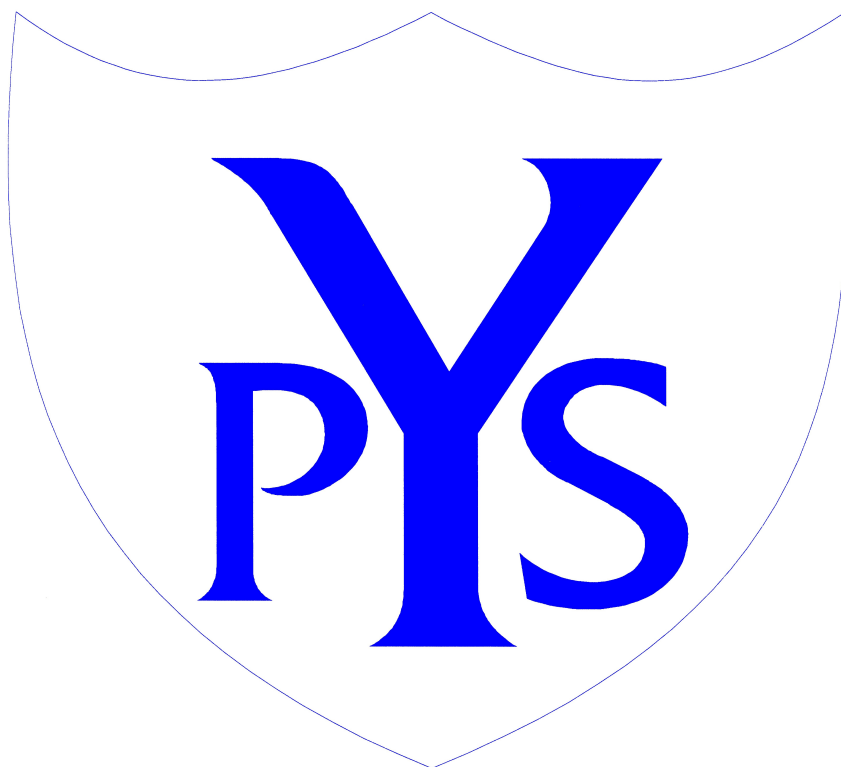


2023 Annual Report

Yass Public School



3549

Introduction

The Annual Report for 2023 is provided to the community of Yass 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

Yass Public School

Laidlaw St

Yass, 2582

<https://yass-p.schools.nsw.gov.au>

yass-p.school@det.nsw.edu.au

6226 1017

School vision

Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We hold high expectations for our students and teachers and promote a positive safe environment where every student is known, valued and cared for.

School context

Yass Public School is a rural school located in the South West of the state. We are situated in Yass which has a town population of over 18 000. We have a student population of 350. The school culture is that of pride, rich traditions and inclusivity. Our students have developed a sense of belonging and deep care for all. Family is valued and the individual is celebrated. Our families and the wider community work together and support the school to promote continual improvement and adapts to meet the changing needs of the community.

At Yass Public School we believe that every student should be challenged to live rewarding lives and be engaged with their community. They should be supported with their learning and develop a continual improvement mindset which will support them in life. We support the development of the whole student with a focus on wellbeing, student academic growth and social understanding.

As our community changes so too do our students and families. We have an increasing number of EALD students, as families move from the major cities to our growing rural town. We have pockets of low socio-economic areas as well as many farming families which have recently experienced drought and natural disasters. There is increasing demands within our district on health and service industries and therefore the school is seen as a hub for accessing many of these services. We have been challenged to provide services within our school for school counselling. We have had to adapt and develop a wellbeing role within our staff to address the increasing student population with mental health issues and rising anxiety as we support our students' individual needs.

Our school community and wider community is very supportive of Yass Public School, and we have an active P & C group which meets monthly and fundraises to support many projects within the school. We work hard to foster caring and supportive relationships with families and have open lines of communication between school and home. We regularly seek parents' perspective on their aspirations for their children and their satisfaction of Yass Public School..

As a rural school we are committed to providing opportunities to develop the whole child and foster a love of learning and creativity within our school. We are part of the Binit Binit learning community and work together with ten schools to support students in writing camps, performance concerts, dance workshops and interschool science fairs. PSSA sports carnivals in cross country, swimming and athletics are annual events and opportunities to represent in a wide range of sports across our region. Leadership opportunities for students are offered in sporting house captains and our Student Representative Council. We have a very successful buddy program for our new kindergarten students which promotes leadership, empathy and smooth transitions to school. We also run a buddy reading program, whereby older students support and encourage younger students to read and share books.

Our situational analysis has identified reading across our school as an area for development, this will also support our students to improve writing. We have developed maths small group instruction and students grouped to best meet their point of need learning. Student wellbeing has also been highlighted as an area for development in terms of supporting students to access services they need in a small rural community. We are also working towards consistency across our school in promoting positive behaviours and analysing student learning data to plan for learning experiences that meet the individual needs of our students.

Our school is well resourced and has both beautiful well-maintained grounds and buildings as well as a team of enthusiastic and dedicated teachers and support staff. We continually struggle with the lack of physical learning spaces to support programs within the school, for teachers to work as collegial groups and spaces to support visiting specialists to support students. Our classrooms are looked after but are small and our student numbers are growing. We have a very well-resourced maths program which has had continual positive results in student data. This program is supported by extra teachers, dedicated curriculum time in our school timetable and resource allocation.

Yass Public School has developed significant partnerships within our community. Our service clubs have donated time and funds to support our breakfast program and resources and spaces to hold leadership events. Local businesses and services have been instrumental in supporting student programs and our students have also had an impact in our community in supporting health workers and our aged population to help promote citizenship and partnerships of support. We have a mentoring program with our community which matched students with external mentors who support the students and their academic and social growth. Yass High School has partnered with our school to provide our Indigenous students with mentors from the high school to develop identity and foster a growing cultural awareness.

Yass Public School has an Aboriginal student population of 6% this year, but this fluctuates 10% in any year. We have participated in many programs external of our school to support our Indigenous students including the Centre for Effective Reading and the Indigenous Reading Program. We have an across stage team that plans and monitors the learning experiences and analyse the success of these programs. We have a Support teacher allocation of 3 days per week but also add to this to provide a comprehensive support strategy into our school using the Learning support team to identify, plan and monitor for the success of all students that require additional support.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

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.

- Effective Classroom Practice in Numeracy
- Effective classroom Practice in reading
- New K-2 Curriculum - Numeracy
- New K-2 Curriculum - English

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

During 2023 we focused on improving classroom practice in reading and numeracy K-6. Over the course of the year teachers engaged in Professional Learning in the teaching of phonological awareness, phonics and writing. Teachers developed their understanding of best practice of reading, embedding fluency pairs in their daily reading lessons. Teachers will continue to embed these reading practices in 2024. This year further professional learning familiarised staff with the new 3-6 English and Mathematics Curriculum in order to commence implementation in 2024. Extensive professional learning was undertaken by staff in 2023 around the Big Ideas to Start Strong and the Numeracy Strategy. The Big Ideas modules align with the new mathematics units and will be further developed in 2024 as the 3-6 begin implementing the new curriculum. In the latter part of term 4, 3-6 teachers trialed the new units to familiarise themselves with the lessons. Through the Numeracy Strategy, a whole school focus of Multiplicative Strategies was identified and all teachers created Daily Number Sense activities around this area.

Implementation of new learning was and continues to be highly successful due to the commitment of staff across all grades. Data conversations about reading and numeracy with the APC&I throughout the year enabled data to be discussed, teaching practices to be refined and student improvement to be tracked.

The impact of these activities in numeracy has resulted in teachers analysing data and planning their number sense talks around Multiplicative Strategies to best meet their students' needs. Teachers continued to analyse PLAN2 data around our whole school focus of Multiplicative Strategies.

The impact of these activities in reading has resulted in teachers analysing reading data and tracking growth across K-6. Teachers identified spotlight children to focus on over a 5 week period tracking individual student learning needs.

In 2024 our focus will be to:

- * Implement and embed the new 3-6 English and Mathematics Syllabus
- * K-2 teachers are sustaining and refining their teaching practices of the English and Mathematics curriculum
- * Implement DIBELS (Dynamic Indicators of Basic Early Literacy Skills) across K-6.
- * Continue data conversations with the APC&I with a focus of reading and numeracy data.
- * Program our Daily Number Sense with a focus on Measurement and Geometry

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>READING</p> <p>Increase the percentage of students achieving expected growth in reading as evidenced by school based assessment data.</p>	<p>In 2023 55.6% of year 3 students were strong or exceeding in NAPLAN reading. Year 5 reading 72.9% of students were strong or exceeding.</p> <p>Check In data was used to show student growth.</p> <p>65.1% of students had about 4.6% expected growth in Year 6 in reading.</p> <p>61.2% of students in Year 4 had 12.2% expected growth in reading.</p> <p>In regards to school based data:</p> <p>97% of Early Stage 1 students know all of their single sounds.</p> <p>78% of Stage 1 kids at or above for reading</p> <p>77% of Stage 2 kids at or above for reading</p> <p>80% of Stage 3 kids at or above for reading</p>
<p>NUMERACY</p> <p>Increase the percentage of students achieving expected growth in numeracy as evidenced by school based assessment data.</p>	<p>In 2023 67.7% of year 3 students were strong or exceeding in NAPLAN numeracy. Year 5 numeracy 77.1% of students were strong or exceeding.</p> <p>Check In data was used to show student growth.</p> <p>62.8% of students had over 6.2% expected growth in Year 6 in numeracy.</p> <p>49.0% of students in Year 4 had 4.2% expected growth in numeracy.</p>

Strategic Direction 2: Learning and Wellbeing

Purpose

To foster a school culture which is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. We will have a strategic and planned approach to developing a whole school wellbeing process that supports all students so that 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.

- High Expectation Culture

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Location

Per capita

Summary of progress

Aboriginal Education:

In Semester 1, staff participated in Professional Learning (PL) on our school Reconciliation Action Plan (RAP) and Personalised Learning Pathways, all students attended a performance to celebrate NAIDOC Day, created an artwork to recognise Reconciliation Week and Aboriginal students participated in cultural learning activities. Yass Public students were highly engaged in both NAIDOC and Reconciliation Day activities and Aboriginal students have enjoyed participating and look forward to the fortnightly cultural learning activities. Many interesting discussions were held during PL training with positive staff feedback. In Semester 2, an Indigenous parent came into our school to teach the Aboriginal students songs in language. The Aboriginal Perspectives group organised several Indigenous themed celebrations to strengthen school and community ties. Some of the local Indigenous high school students came fortnightly to mentor our students and form stronger connections across campuses. Indigenous resources were purchased to support teachers in teaching comprehension with an Indigenous perspective and teachers will use these further in 2024 K-6. A new network focus group was formed with a representative from 8 local schools in the district. They have created a network RAP which will be used and reviewed next year.

The impact of these activities was that Aboriginal students are developing stronger cultural identity and pride (as evidenced in TTFM survey) and whole school events have fostered awareness of First Nations cultures through programmed lessons and activities. Staff are more informed on Aboriginal Policies and how and why they are implemented within school practices.

Our 2024 focus will be:

- * The network focus group will review and refine the Yass District network RAP
- * Teachers will continue to use the Indigenous resources
- * A professional learning session will be held with all staff at the beginning of the year to revise the PLP processes, writing class Acknowledgement to Country and supporting new staff.
- * Time has been allocated to staff timetables to support the high school mentoring programming.

Well-being:

This year we have had a whole school focus to improve student attendance where all teachers monitor daily student attendance, collect data on students who are present at school each day and rewarding classes when receiving a certain number of 100% days. Over the course of the year, we saw many classes receive 100% attendance days. Attendance was monitored in many ways across the school (school, class and individual level) In every Learning Support meeting and newsletter, whole school and class percentages are documented and tracked and communicated in these forums. PBL resources were erected and new lessons were taught K-6. Our PBL whole school reward was achieved and this impacted dramatically on students attendance.

Compass data shows that over 90% of families are engaging with Compass and Connect. An effective communication strategy was implemented to get families using Compass. An increasing percentage of attendance notes are arriving online and an increase in student attendance has been justified.

More students have been able to access their stage overnight camps because the school was able to subsidise the camp. The SRC and P & C have worked together to raise funds for a student initiative to protect the play equipment from the sun by purchasing shade shelters. Senior boys worked with a community mentor to build 6 timber lunch tables for the playground. Primary students were provided with different opportunities in Creative Arts within our school and Yass district.

Our 2024 focus will be:

- * Continuation of whole school PBL lessons and rewards days
- * Continue to monitor and set attendance goals
- * Making changes in accordance with DET guidelines around the Behaviour Strategy
- * Monitor parent use of the connect and attendance app. Teachers to engage in the development of event planning and making payments
- * Provide extra curricular opportunities to students
- * Create a well-being coordinator role to support staff and students within the school

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the % of students attending 90% of the time to the lower bound system negotiated target of 84.8%.	Our school attendance was consistently above 89% throughout the entire year.
Enhance student wellbeing at Yass Public School so that 86.3% of students achieve the lower bound system negotiated target of advocacy, belonging and high expectations.	<p>The activities have contributed to the development of a stronger sense of belonging by Aboriginal and Torres Strait Islander students and that teachers hold high expectations of student learning and the well-being of all students.</p> <p>Data taken from the Tell Them From Me survey indicate that 77% of Indigenous students feel good about their culture. 73%of Indigenous students feel their teacher has an understanding of their culture. 89% of all students are proud of their school. 92% of all students show positive behaviours at school, which is above the state average. 80% of students have a positive sense of belonging at school. Students at Yass Public feel that their teachers have explicit teaching practices and provide feedback which is above the state average. Students also feel that they have a support system at school which is again above the state average.</p>

Strategic Direction 3: Educational Leadership

Purpose

The principal and the school leadership team model instructional leadership and support community engagement and continuous improvement resulting in sustained and measurable whole school positive development.

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
- Community engagement
- Literacy

Resources allocated to this strategic direction

QTSS release

Professional learning

Summary of progress

During 2023 we continued to focus on collaborative practice in order to build capacity of all staff to deliver consistent, quality teaching and learning practices that align with syllabus requirements and the school's Strategic Improvement Plan (SIP). All teachers have participated in Numeracy professional learning to further develop the big ideas in Mathematics and school leaders have developed a plan of improvement which included time to work collaboratively in stages to analyse data and plan for individual students. Opportunities were offered to aspiring leaders to take on short-term projects that require them to build organisational and collaborative skills. They worked in teams to provide extracurricular opportunities for staff and students. Our primary focus for strengthening community ties was broadening communication with our parent community by transitioning to the Compass app. Two executive staff from our school joined the Yass High School team to work through the 3 Rivers 4 Learning program, resulting in collegial observations between schools.

All beginner teachers met regularly with their Assistant Principals and the APC&I to reflect on their teaching practices and work through their accreditation process. Extra RFF was allocated to support this process and provide opportunities for them to work closely with the APC&I.

As a result of these activities, teachers are strategically teaching the connections between strands and content areas in Mathematics and also the links of mathematics to other Syllabus areas. Teachers also felt supported in a time of great change while implementing new syllabus. The students have noted that they like the hands-on mathematics units and are enjoying the quality books in the English syllabus. Over 90% of families joined Compass Connect, an app feature allowing timely and effective direct private communication between families and teachers. Parents and carers were also able to access their child's school reports electronically via this application. All 4 beginner teachers completed the accreditation process and have reached 'Proficient' level.

In 2024 our focus will be to:

- * Continue to provide differentiated opportunities to build the capacity of all staff.
- * Recognise and develop leadership potential within the school to facilitate succession planning.
- * Assist any beginning teachers achieve proficiency.
- * Broaden the capability of Compass, incorporating the ability for families to complete online permission notes and payments.

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
The school will maintain 'developing' in	Teachers are having regular time to work with their stage group to analyses

<p>key practices 1 and 4 of the Instructional Collaboration Matrix.</p>	<p>data and reflect as a group to plan the next learning cycle. Stage groups have a deeper understanding of the content and skills in the mathematics syllabus to support student learning.</p> <p>Our stage groups are developing assessment understanding and then formulating assessment tasks that will provide feedback on student achievement as well as feedback to teachers on their teaching. They are learning , planning and reflecting collaboratively.</p> <p>Beginner teachers have all completed their accreditation and are now at 'Proficiency' level.</p>
<p>The school will be maintaining 'building' descriptors in Dimension 7: Participation of the Strengthening Family and Community engagement matrix.</p>	<p>The implementation of Compass Connect reduced the need for multiple communication platforms and ensured that teachers can be contacted more easily, thus overcoming barriers to family and community engagement in teaching programs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yass 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. Learning was implemented collaboratively and monitored so that ongoing adjustments were made and new learning was regularly introduced to meet the needs of the student. This has resulted in improvement in literacy and numeracy achievement levels of targeted students as evidenced by assessments and teacher observations.</p> <p>After evaluation, the next steps to support our students will be: * The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$68,341.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yass 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"> • High Expectation Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Supplementation of extra-curricular activities and resourcing has resulted in increased equability of resources and services. Providing support for targeted students within the classroom through the employment of School Learning and Support Officers has resulted in a supported learning environment for all student. The Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan supports all student learning.</p> <p>After evaluation, the next steps to support our students will be: * to continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students. * to introduce DIBELS assessment to enhance current reading assessment practices. * to adjust mathematics focus groups to ensure students requiring intervention receive appropriate support.</p>
<p>Aboriginal background</p> <p>\$27,241.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yass Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal</p>

<p>Aboriginal background</p> <p>\$27,241.66</p>	<p>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"> • High Expectation Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: There was an increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The school also created a culture that values the identity, culture, heritage and languages of our Aboriginal histories. The funding has also allowed for cultural education for both students and teachers to be delivered.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to develop enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes. * leadership and Aboriginal focus group team members supporting staff to explore the eight interconnected pedagogies and collaborate to embed these in their teaching programs across the school.
<p>Low level adjustment for disability</p> <p>\$156,286.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Yass 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"> • Effective Classroom Practice <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 evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions. This was largely the result of employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. The Learning Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$20,660.03</p>	<p>The location funding allocation is provided to Yass Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$20,660.03</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectation Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities and choices were provided for all students. Camps and extra-curricular activities were subsidised so that students from our school had equitable access to all activities and experiences.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to develop and deliver professional learning open to other schools, supporting the school to increase collaboration and overcome isolation. * to combine with other network schools to attract PL presenters and also develop a common and consistent understanding of current practices across our Learning Community.
<p>Professional learning</p> <p>\$28,532.51</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 Yass 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"> • Effective Classroom Practice • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • unpacking evidence-based approaches to teaching writing and exploring modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Funding has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results. This has also increased opportunities for staff to engage in professional discussions, observations and professional dialogue. Assistant Principals Curriculum and Instruction (APC&I) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practices. K-2 Staff have a solid understanding of the new syllabuses and associated teaching practices. Strategic support has been provided to four beginning teachers that has resulted in all four teachers being accredited as Proficient.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to increase personalised and targeted professional learning in reading and numeracy strategies. * to provide personalised and targeted professional learning in the form of co-teaching and mentoring. * to support staff with additional professional learning targeted towards the implementation and teaching of new syllabuses.
<p>QTSS release</p> <p>\$70,073.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yass 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"> • Effective Classroom Practice • Continuous Improvement

<p>QTSS release</p> <p>\$70,073.86</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: Staff have improved confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have also now embedded evidence-based, high impact teaching strategies within their classroom practice, and have been working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. * additional release time for teachers to engage in peer observations and sharing of expertise.
<p>COVID ILSP</p> <p>\$61,940.24</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals. This was the result of differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * small-group tuition to continue in the foundational skills of reading, numeracy and development of number sense. * to continue to provide progress updates to class teachers and parents during and or at the end of each learning cycle.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	165	172	172	162
Girls	179	180	176	167

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.9	90.1	86.0	90.5
1	93.7	93.2	84.4	90.1
2	95.5	91.0	88.2	87.3
3	95.5	93.0	86.0	91.9
4	93.7	91.7	86.2	90.7
5	91.6	91.0	84.6	91.2
6	89.4	91.7	84.7	89.2
All Years	93.7	91.7	85.8	90.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.8
Classroom Teacher(s)	12.04
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,116,147.59
Revenue	3,733,157.50
Appropriation	3,586,398.05
Sale of Goods and Services	19,860.00
Grants and contributions	109,182.47
Investment income	16,463.34
Other revenue	1,253.64
Expenses	-3,724,149.41
Employee related	-3,053,898.45
Operating expenses	-670,250.96
Surplus / deficit for the year	9,008.09
Closing Balance	1,125,155.68

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.

	2023 SBAR Adjustments (\$)
Targeted Total	78,790
Equity Total	251,870
Equity - Aboriginal	27,242
Equity - Socio-economic	68,341
Equity - Language	0
Equity - Disability	156,287
Base Total	2,566,857
Base - Per Capita	90,570
Base - Location	20,660
Base - Other	2,455,627
Other Total	310,834
Grand Total	3,208,351

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

In November 20 teachers at Yass Public School participated in the Tell Them From Me survey. 81% of teachers identified that there is high staff morale within the school and school leaders are driving improvements and change while supporting teachers. 85% of teachers feel a strong sense of belonging and being part of a supportive team at Yass Public School. 95% of teachers feel they cater for students with specific learning needs and the inschool programs of Positive Behaviours for Learning (PBL) and Breakfast Club have had a positive impact on student wellbeing. They identified they need more time to complete administration task and programming within their job, a reduced in the workload, outside of their teaching hours and a better work life balance. All teachers felt that Yass Public School was a welcoming place for students.

Student in Year 4 to 6 participated in the Tell Them From Me Survey in November 2023. The results from this survey highlighted that our students believe they demonstrate positive behaviour at school and is 2% higher than in June and is 9% higher than the state average. Only 9% of students have had an incident with a bully at Yass Public and this is 25% lower than the state average. 89% of students agree that they have school pride. Two of the most popular and worthwhile programs identified by students is the PBL program and Kindergarten / Year 6 buddy program. Aboriginal students agreed that their teachers have an understanding of their culture. An area for improvement that has been highlighted by our students and families is the need for more information and a deeper understanding of what a Personal Learning Plan (PLP) entails. This will be a priority when teachers and students meet with families early in 2024.

93 families responded to our survey at the Meet and Greet and through the Compass App. 94% of families felt that our school caters for their child's literacy and numeracy needs. 98% of families agreed that Yass Public School supports their child's wellbeing needs. 96% of families felt comfortable to contact and work with the school to support their child's learning. 95% of families felt a strong sense of belonging at Yass Public School. The three most frequent themes for families when identifying strengths at Yass Public School were dedicated teachers who really know the families, the sense of community and the inclusive nature of the school. Three areas to improve upon are consistent communication across all classes, families would like bigger classrooms and more filtered bubblers around the school.

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.