2023 Annual Report

Yagoona Public School

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Introduction

The Annual Report for 2023 is provided to the community of Yagoona Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

The situational analysis identified a need to use data driven practices that ensure all students have access to stage appropriate learning and to upskill the effective collection and use of data. The need to develop a robust process for student feedback to inform teaching and the relationship between collaboration and feedback to sustain quality teaching practice was also identified.

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

Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. Relationships with Canterbury Bankstown Council, Learning Links and Settlement Services International continue to be highly valued.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy to build strong foundations for academic success. Whole school practices will be defined and developed through engaging and meaningful curriculum.

Initiatives

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

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

Resources allocated to this strategic direction

New Arrivals Program
AP Curriculum & Instruction
Socio-economic background
English language proficiency
Aboriginal background
Beginning teacher support
Low level adjustment for disability
Professional learning
QTSS release

Summary of progress

Reading

Professional learning in synthetic phonics to support implementation of consistent evidence-based practices was facilitated for K-3 staff. Implementation of the program was supported through in-depth training, resourcing, developing and implementing organisational frameworks and assessment plans. Improvement in teaching and learning was further supported by differentiated professional learning in stage teams to plan for student improvement in reading. The Curriculum Instructor worked with teams to assess, plan for and track student improvement using the new syllabus outcomes. Targeted learning cycles were then implemented to improve student outcomes. Further professional learning focused on building an understanding of the new English syllabus and staff were surveyed on current practice to plan for adjustment and documentation of our literacy blocks. Implementation of the synthetic phonics program was supported by intensive professional learning at the beginning of the year, followed by organisational supports of both internal and external support. This enabled the implementation and explicit teaching pedagogy in the area of phonics. As a result of these planned activities there is consistent explicit teaching of phonics in Kindergarten, Year 1, Year 2 and Year 3. Student data demonstrates the progress and the skills being transferred to enable phoneme and grapheme knowledge, blending, segmenting and reading of decodable texts. Data is being used more systematically to identify students needing targeted additional support to reach expected benchmarks in learning of phonemes. During PLaCO sessions, teachers engage in collegial discussions around the implementation of the new syllabus. Staff continue to familiarise themselves with the new English syllabus and supporting materials.

In 2024, this initiative will continue to embed synthetic phonics across Early Stage 1 and Stage 1 and provide parents with additional information or opportunities to support students learning at home. Application of the learning progressions to track student's growth and identify areas of need will be ongoing. The framework for the literacy block for K-2 and 3-6 using the new English syllabus and establish a school framework, grade scope and sequences and aligned programs will be revisited. Building teacher understanding and capacity to use the new English syllabus will be a focus for professional learning.

In 2024 the following initiatives will be continued and/ or implemented to support reading student and staff growth:

- Continue teaching comprehension through linking writing and reading text types.
- Embed explicit phonics lessons to increase decoding, automaticity and fluency.
- Modify and improve reading warm ups to ensure reading skills and knowledge move from short term to long term memory.
- Enhance reading experiences using a variety of resources, for example: rich texts, reality reading, novel studies, poetry and plays to improve depth of comprehension.
- Increase emphasis on teaching reading skills and strategies by developing a structured K to 6 approach.
- Formalise a K to 6 scope & Sequence for explicit Shared Reading experiences that link to science, geography,

history, culture and student personal interest.
- Provide professional learning for staff to continue to unpack the new English syllabus to identify threads between reading and other content points.

Numeracy

In 2023 staff examined the Check-in assessment and NAPLAN data to identify areas of focus for our 2023 fortnightly learning sprints and daily warmup development. After identifying focus areas, teachers, executive and Curriculum Instructors developed and implemented differentiated staff professional learning to support planning for student improvement. Curriculum Instructors organised professional sharing sessions during PLaCO to enable staff to share effective practice and outcomes of their teaching and learning sprints. Staff were supported by Curriculum Instructors to implement and monitor the learning sprints and warmups. Staff under the guidance of Curriculum Instructors triangulated and shared data from NAPLAN, Check-in, Essential Assessment and school sources to regularly reflect and identify future focus areas. As part of the Chullora network's explicit teaching numeracy focus, executive members attended professional learning sessions bringing back implementation strategies and success data to best support students and staff. Teachers began to implement the explicit teaching pedagogy when teaching numeracy to include the "I do, We do, You do". The explicit teaching pedagogy complemented warmup success by allowing students to hear and visually see teachers model new concepts (I do)without interruption or distractions. Students and teachers completed a task together (We do) and if successful allowed to attempt some activities on their own, with minimal teacher intervention (You do) For students requiring additional support, teachers are able to again re-teach the "I do" section of the lesson with the smaller group and then during the "We do" section, offer a more hands-on, small step detailed/modified instruction, to allow all students to achieve success. The explicit teaching of numeracy provided both teacher and students with immediate feedback during the activity, as students need to demonstrate competency of skill before attempting tasks individually.

In Years 2-6 staff and students utilised Essential Assessment to conduct pre and post mathematical assessments. Staff and students received training in the operation of the program and its effectiveness. Data gathered from Essential Assessment was shared with students and their parents after each learning sprint. Students celebrated growth and were able to analyse their assessments to identify further areas of development. Essential Assessment was purchased in 2023 after our Curriculum Instructor had attended a school's showcase where this software had been effectively used. After consulting with teachers at Yagoona Public School, the decision to purchase and trial its implementation in 2023 was adopted. Kindergarten and Year 1 continued to track and monitor student progress using the learning progressions.

In Semester 2 of 2023 students were introduced to numeracy exit slips as part of their reflection of a numeracy unit of learning. Student exit slips assisted teachers in their evaluation of their teaching and learning programs. Staff successfully identify resources which increased student engagement and reinforced concepts being taught. Exit slips will be referenced to modify teacher's centralised 2024 numeracy programs, lesson content and implementation.

In 2024 the following initiatives will be continued and/ or implemented to support numeracy student and staff growth:
- Continue to focus on identified areas of need, based on our 2023 data including; student results, teaching and learning programs and warmup delivery.
- Developing focused team planning opportunities to identify teaching improvement strategies and support, under the guidance of Curriculum Instructors. . ALL staff to implement strategies through explicit teaching (teachers) in classrooms and via small group tuition (LaST and SLSOs) in withdrawal sessions.
- Align planned teaching & learning activities and assessments to monitor the implementation of targeted strategies, to ensure there is improvements in student outcomes.
- Renew the subscription for Essential Assessment as a means to triangulate school-base and standardised assessments, to monitor student achievement.
- Engage students by entering Mathematics Olympiad. To encourage and foster numeracy and mathematical thinking in Stage 3.

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
All students	PM Benchmark Level growth Term 2 to 4 indicates: • Year 1 - 89% of students achieved reading growth. • Year 2 - 94% of students achieved reading growth. • Year 3 - 89% of students achieved reading growth.

All students	Reading comprehension growth data from Year 4 and Year 6 "Check In" from Semester 1 to Semester 2 demonstrates: • Year 4 students had a 13.6% increase in questions answered correctly. • Year 6 students had a 7.2% increase in questions answered correctly.
An increase of students correctly answering questions in numeracy "Check in" Years 3-5 compared with 2023 data.	Essential Assessment student data from Term 1 to Term 4 indicates: • 86% of students in Years 1 -6 met or exceed grade expectations in number and algebra. • 71% of students in Years 1-6 met or exceed grade expectations in measurement and space. • 57% of students in Years 1 -6 met or exceed grade expectations in statistics and probability.
Achievement of school-determined targets: Year 1 Phonics Screening Check 73% of students in Year 1 are "on track	Year 1 Phonics Screening Check indicates the percentage of students "on track" is 67%. This is an increase of 7% compared to 2022 Year 1 student results. We did not achieve our *school identified* target of 73%.

Strategic Direction 2: Powerful feedback

Purpose

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

Initiatives

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

- Timely and Effective Feedback

Resources allocated to this strategic direction

QTSS release
Professional learning

Summary of progress

Throughout 2023, the executive and Curriculum leaders continued to work with parents, students and staff ensuring the delivery of feedback was given in a timely and effective manner across all academic, social and emotional elements. Staff continued to receive support via their grade supervisors, Assistant Principal and Curriculum Instructors in providing feedback opportunities for students (peer to peer and peer to teacher) and embed previously taught skills and strategies. This ensured students used the feedback to take responsibility for their own learning goals and directions.

Pre and post assessment results demonstrated that constructive feedback had improved student learning and was having a positive impact in English and Mathematics. Students were able to articulate their assessment scores and their learning journey throughout fortnightly teaching and learning sprints. Students and staff indicated through our school-based and Tell Them From Me (TTFM) surveys that feedback does assist and guide further learning opportunities.

Funding sources)QTSS and Professional Learning) allowed the school to continue to employ an additional teacher to provide PLaCO coverage, allowing each grade to meet, collaborate, discuss and plan with their grade, supervisor and Curriculum Instructors. Additional funds were allocated to increase our Learning and Support Teacher's (LaST) role of 3 days to 5 days. This allowed for more fluid and flexible student groupings based on their literacy and numeracy results, and feedback gained by student, staff and parents. LaST teachers implemented short, sharp, explicit units which focused on developing reading skills and strategies. Students, staff and parents were able to receive feedback about student progress at mid and post unit checkpoints, rather than waiting until an end of semester report.

Beginning Teacher funds maximised the professional development of beginning and new scheme teachers through assigning and collaborating with a school mentor, appointed Curriculum Instructors and executive staff. Teachers worked with external educational providers such as John Fleming (embedding warm ups) Reid Smith (explicit teaching pedagogy) and Marion Walsh-Gay (Real Schools restorative practices) receiving valuable wellbeing and academic strategies on how to provide timely feedback through demonstration lessons, lesson observations, literacy & numeracy warm ups and check in circles.

Using the explicit teaching model staff are able to consistently deliver timely feedback within the "We Do" and "You Do" sections of their lesson plan and delivery. Under the guidance of our Curriculum Instructors staff at Yagoona Public School introduced a "We Check" at the end of each lesson which involves either students marking their own work, or pair marking. Pair marking involves students using a prepared mini marking checklist to assist each other identify their growth. Continuous feedback is evident across all warm-ups and phonic sessions where students write answers on their whiteboards and place under their chin for teachers to scan for understanding and provide immediate feedback. Areas for further development include staff adhering to time allocations of lessons to ensure that student feedback is given at the conclusion of the lesson, not session.

In 2024 funds will be allocated to sustain PLaCO days. Staff have identified through surveys that these collaboration opportunities need to be more frequent to increase the consistency of judgement when programming, designing assessments and conducting data talks. As a result of this feedback, PLaCO will occur once a week. instead of every fortnight. During week A staff will receive 2 hours of PLaCO time and in week B staff will receive 3 hours of PLaCO. Professional learning afternoons have been dedicated to planning and programming, allowing staff to have teaching programs that will be active and reflect feedback given by students and colleagues on how and where to next.

To achieve excelling in the "reporting" sub element in the NSW School Excellence Frame (SEF) staff have indicated

they want to incorporate student voice into our school semester reports. Moving from Sentral to School Bytes reports in Term 2 2024, we will be able to build in student voice from Years 2 to 6. Students will be able to articulate how they feel about their learning, areas of interest, areas to work on etc. This will be the first time student's voices will appear on Yagoona Public School semester reports.

Under the guidance of our Curriculum Instructors and Assistant Principal's we want:

- More staff consistently utilising "we check" and whiteboards as resources to provide immediate student feedback.
- Staff utilising or improving their lesson timing, to ensure feedback is included. This is an area we will develop and work on early in 2024, to have maximum feedback impact.
- Embedding of our new teaching lesson proforma that includes the explicit teaching model, highlighting the importance of timing within a lesson. This ensures each element of the model are **actioned** to enable the highest impact for our learners.

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
Achievement of school determined targets To increase the number of students receiving timely and effective feedback. • 60.3% of students in Years 4-6 identify on the TTFM survey, that feedback received gives a clear understanding of how to improve (uplift of 7.3% from baseline)	Using the 2023 Tell Them From Me [TTFM] surveys. This year baseline data for explicit teaching and timely feedback, which encompasses: • teachers setting clear learning goals. • established high expectations. • checking for understanding and providing feedback scored 7.8 , which is a decrease by 0.2 from 2022 but still above the NSW Govt Norm of 7.5.
Achievement of school determined targets Increase teachers providing timely and effective feedback to students and parents. • Utilising 2021 Tell Them From Me (TTFM) data to reach or exceed the NSW Government norm in Quality Feedback. • Increase parent's understanding of student learning through explicit feedback (measure used face to face meetings and parent/teacher/student conferences) by 10%	• Our 2023 Tell Them From Me [TTFM] teacher survey responses, identified our school mean for feedback had an uplift of 0.7. This exceeded our expectations and will remain a focus for students, staff and parents throughout 2023. • In 2023 staff increased our parent engagement via Class Dojo to share student successes, open communication messaging channels and to update our community of pending events. We had over 95% of our families connected to Class Dojo. • Student/ Parent and Teacher conference participation improved with over 276 parents booking over 350 interviews in July 2023. This was an increase by 78 parents attending and over 90 additional interviews from 2022 data.

Strategic Direction 3: Monitor and movement

Purpose

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

Initiatives

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

- Data driven practices

Resources allocated to this strategic direction

Refugee Student Support
Low level adjustment for disability
AP Curriculum & Instruction
Integration funding support
Professional learning
Aboriginal background

Summary of progress

During 2023 funding sources were utilised to continue the employment of School Learning Support Officers (SLSOs) per grade to support student's academic and wellbeing needs. SLSOs were provided professional learning to deliver tiered interventions such as MiniLit, MacqLit and MiniMash (Yagoona Public School program) for Years 1-4 by our Curriculum Instructors, as well as training in our school-wide wellbeing initiative, restorative practices by Real Schools. Timetables for SLSOs are created to support funded students as well as students identified by teachers requiring additional support within the classroom or small group withdrawal. SLSOs work in conjunction with classroom teachers following the set program, but deliver smaller amounts of targeted learning to promote -"a little, a lot" moving student knowledge from short-term memory to long-term memory.

Under the guidance of our Curriculum Instructor- numeracy, the school purchased a subscription to Essential Assessment. After staff attended professional learning, grades 2- 6 adopted the program to assist with the development of pre and post mathematics assessments. Having these assessments online allowed teachers to get immediate feedback on student's results. Identifying areas for further teaching and modifying their teaching and learning programs. Essential Assessment has lessen the administrative burden for teachers when gathering student mathematics growth. Essential Assessment was utilised in the preparation of semester reports, as it provided consistency with the allocation of grades and identified specific student future goals. This allowed students to receive regular feedback at the end of each mathematics learning sprint and to celebrate growth.

As part of the NSW DoE reporting guidelines in 2023 teachers collaborated with our English as Additional Language (EALD) specialists and the Sentral team to initiate and improve our reporting progress for EALD students. This additional information indicates students current English language acquisition level in their semester reports. A key located on the front of the report details what each level means. Over time the aim will be that students and parents can monitor this progression and development.

Throughout 2023 during planning and collaboration (PLaCO) sessions, teachers were able to be released off class as a whole grade to work with their Assistant Principal and Curriculum Instructor to have data talk and share sessions. Within this time teachers brought student work samples, marking rubrics, assessment data, lesson programs and syllabus documents to hold robust conversations about consistency in judgement, ensuring lesson plans connect to syllabus documents and prepared assessments.

In 2023 the NSW DoE sent selected schools funds under the initiative "School Administration Improvement Program" (SAIP) These funds were used to employ two additional School Administration Officers (SAO) to complete the following tasks:

- follow up on unexplained absences
- assist with student attendance (late arrivals and early leavers)
- extended leave applications
- online enrolments
- creating resources with teacher guidance

Funds have resulted in 3776 attendance data records being entered on SENTRAL in 2023, up from 1774 (in 2022) to monitor explained and unexplained student absences. Information shared by parents/ carers during these conversations assists teachers addressing student wellbeing needs and concerns.

In 2024 in the strategic direction of monitor and movement staff will transfer ALL lesson plans, class programs and resources to SharePoint. This will streamline the storage of programs and data to the one centralised platform. Assistant Principals and Curriculum Instructors will work with teams moving previously collaborated programs into a "standard" explicit teaching proforma and an easy accessible platform for ALL staff. The aim is to reduce the re-writing of base programs (using new syllabus) which will result in programming in isolation. This will ensure resources, programs and assessments are consistent K-6 and have the ability to monitor the continuum of skill development achieved in each key learning area.

A school-wide checklist will be developed to monitor the implementation of the new syllabus, ensuring that new scope and sequences, programs and resources address all required components. Under the guidance of Assistant Principal's and Curriculum Instructor's the syllabus implementation checklist will be completed through formalised program evaluations.

Early in Term 1, 2024, executive will decide on the establishment of individual student portfolios. This includes the type of folder, works samples to be collected, frequency and type of student work sample collection, storage of portfolios and designing a cover page to include additional academic and wellbeing information. This portfolio will be a reference for teachers to assess student growth and learning needs from one year to another.

Due to the previous success of PBL Reward Days and the decrease in negative behaviours there is overwhelming staff support to continue to allocate time and funds for Positive Behaviour For Learning (PBL) 2024 will involve work that incorporates restorative practices strategies into current PBL expectations. Staff will continue to work with Marion Gay-Walsh our Expert Facilitator (Real Schools) to build knowledge, skills and consistency in implementing the strategies. Reward Days will continue to be offered once a term, in weeks 9 or 10.

With the extension of the School Administration Improvement Program (SAIP) funds, the continuation to employ additional SAOs to monitor student attendance and follow up on unexplained absences has been strongly endorsed by staff. Working with the PBL team, SAOs and Executive will trial new initiatives to improve student attendance and arrival times. These may include "In line, on time raffles" and for repeat late arrival students, an incentive chart to encourage on time school attendance.

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
• Achieve an increase of x% in the attendance rate, from y% in 2023 to z% in 2027	The number of students attending increased by 14.35% from 2022, however yet to achieve lower band target.
System negotiated targets-Wellbeing The proportion of students reporting: 1. **Expectations for success**-continue to remain above the NSW Government "Norm" of 8.7 (TTFM-2020) 2. **Advocacy** - continue to remain above the NSW Government "Norm" of 7.7 (TTFM -2020) 3. **Sense of belonging at schoo**l- to reach and exceed the NSW Government "Norm" of 81% (TTFM-2020)	2023 Tell Them From Me (TTFM) results indicated the following: • 97% of students surveyed indicated that high expectations for success were encouraged. This was an increase of 6% compared to the state. • 86% of surveyed students identified they have someone within our school who consistently provides encouragement and offers advice compared to the state mean 84% • 71% of students surveyed felt accepted and valued by their peers and others within our school, compared to the state mean of 69%

Funding sources	Impact achieved this year
Refugee Student Support $4,006.49	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this targeted funding include:** • Intensive English language and learning support to increase educational outcomes for students.. Contribution of funds to employ a bilingual EALD teacher. • Engage with external providers and specialist to provide intensive language support to identified EALD students. Staff to continue to attend EALD PL, network meetings and work in conjunction with EALD network specialist. **The allocation of this funding has resulted in the following impact:** Targeted support provided to EALD students with identified learning needs through bilingual SLSO's and EALD teachers across each grade/stage. Due to this an increase has been evident in EALD progression data and a shift with NAPLAN and check in results for these students. **After evaluation, the next steps to support our students will be:** Staff support the EALD Team to assist EALD progressions and data collection, including having SLSO's (bilingual if possible) in classrooms supporting EAL/D students. Appoint an EALD leader amongst the team to be the coordinator and first point for families to connect with.
New Arrivals Program $46,954.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Yagoona Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading / Whole school Reading strategy • Numeracy / Whole school Numeracy strategy **Overview of activities partially or fully funded with this targeted funding include:** • Employing a bilingual teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** All students made progress against the EALD progressions and had increased opportunities to access the curriculum as their language and knowledge in English developed. **After evaluation, the next steps to support our students will be:** Ongoing collection of student data to identify student needs and align NAP support time timetable accordingly. EALD teachers and SLSO's to implement explicit and intensive programs to small groups. To incorporate co-teaching programs (EALD and classroom teacher) to support NAP students in all Key Learning Areas (KLAs)
Integration funding support	Integration funding support (IFS) allocations support eligible students at Yagoona Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students**

Integration funding support	**enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing to assist students with additional learning needs. Employment of SLSO allocated to each grade. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Consultation with external providers for the implementation of synthetic phonics program by Get Reading Right. **The allocation of this funding has resulted in the following impact:** All students receiving Integration Funding Support have received strategic and tailored support through in-class and small group withdrawal support. Students have been working towards demonstrating their achievements of the personalised learning goals through their PLaSP, Out of Home Care (OOHC) and individual student goals. These were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classroom if applicable and when required via small group tuition. **After evaluation, the next steps to support our students will be:** Provide high-quality targeted professional learning to SLSOs in order to provide targeted support to meet the individual needs of the students.
Socio-economic background $455,960.84	Socio-economic background equity loading is used to meet the additional learning needs of students at Yagoona Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading / Whole school Reading strategy • Numeracy / Whole school Numeracy strategy **Overview of activities partially or fully funded with this equity loading include:** • Providing students without economic support for educational materials, uniform, equipment and other items • Employment of additional staff to create additional classes, reducing student teacher ratios. • Resourcing to increase equity of resources and services. • Increased access to Curriculum Instructors to support implementation and differentiation of new syllabi. **The allocation of this funding has resulted in the following impact:** Effective organisation of students into reduced class sizes to allow greater teacher explicit instruction and support to all students. Resulting in student growth between Term 1 and Term 4 in reading, spelling and number. Increased teacher capacity working with DPIL instructional mentoring, programming, team-teaching and demonstration lessons in classrooms. This has built staff capacity working with new syllabi and provided students with access to new content, pedagogies and increasing student's abilities to think creatively. **After evaluation, the next steps to support our students will be:** Continue resourcing additional class/es beyond the school's staffing allocation. Explore options to enhance Curriculum Instructors mentoring in classrooms and during planning time. Curriculum Instructor's timetable to be more flexible to include; additional in-class support, informal observations, walk throughs and greater assistance with resource preparation.
Aboriginal background $5,388.96	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yagoona Public School. Funds under this equity loading have been targeted to ensure that the performance of

Aboriginal background $5,388.96	Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading / Whole school Reading strategy • Data driven practices **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to deliver personalised support for Aboriginal students. **The allocation of this funding has resulted in the following impact:** Support for personalised learning in identified areas for Aboriginal students resulting in improvements in literacy and numeracy areas targeted. **After evaluation, the next steps to support our students will be:** Aligning funds to the planning stage of personalised learning, to ensure there is more effective consultation in planning and that plans target the identified cultural and learning needs.
English language proficiency $713,051.54	English language proficiency equity loading provides support for students at all four phases of English language learning at Yagoona Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading / Whole school Reading strategy • Numeracy / Whole school Numeracy strategy **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional SLSO staff to support delivery of targeted differentiated initiatives. • Additional staffing to implement co-teaching programs to provide intensive support for all students from EALD backgrounds. • Additional intensive support staffing for students identified in beginning and emerging phases. **The allocation of this funding has resulted in the following impact:** Provision of additional EALD support in the classroom. As a part of differentiation initiatives resulting in higher confidence in student abilities and an increase in student achievement in NAPLAN, check in and school based assessment data collections. Funds were utilised to employ additional teachers to support delivery of targeted initiatives such as synthetic phonics in K-3, as a result of students achieved growth in "Check in" data from Semester One to Semester Two. **After evaluation, the next steps to support our students will be:** Continue targeted support in literacy and numeracy, specifically reading and number, developing themed-based vocabulary to assist EALD students to achieve and improve their learning goals
Low level adjustment for disability $324,106.03	Low level adjustment for disability equity loading provides support for students at Yagoona Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading / Whole school Reading strategy • Numeracy / Whole school Numeracy strategy • Data driven practices

| Low level adjustment for disability

$324,106.03 | **Overview of activities partially or fully funded with this equity loading include:**
 • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.
 • Engaging specialist staff (Curriculum Instructors- English and Mathematics) to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students.

The allocation of this funding has resulted in the following impact:
The implementation targeted support programs within the classroom have shown to have a significant positive impact on the learning outcomes of identified students. Through the employment of School Learning and Support Officers (SLSOs) students are provided with evidence-based interventions that target specific areas of need. SLSOs successfully implemented one to one and small group support programs (Phonological Awareness, MiniLit and MacqLit and Minimash), and Curriculum Instructors provided teacher professional development. This approach has resulted in improved literacy skills, as well as increased phonological awareness, articulation and assisted students when reading and writing.
In addition, the needs-based learning and support program facilitated collaboration between learning and support staff, SLSOs and classroom teachers, resulting in improved capacity to meet the literacy and numeracy needs of identified students. The employment of Curriculum Instructors has enabled teachers to unpack new syllabi ensuring content is taught to individual student needs.

After evaluation, the next steps to support our students will be:
Continued implementation of small group literacy tuition using data sources and evidence to identify student needs such as MiniLit and other small group interventions. Refining use of data to identify and track student need and target appropriate interventions. In numeracy to continue to embed number warmups and number talks to develop vocabulary and move concepts taught from the short-term memory to long-term memory via explicit teaching practices. |
| Professional learning

$59,103.21 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Yagoona Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Reading / Whole school Reading strategy
 • Numeracy / Whole school Numeracy strategy
 • Timely and Effective Feedback
 • Data driven practices
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • Engaging a specialist consultant to unpack evidence-based approaches to teaching reading and writing.
 • Strengthening explicit teaching pedagogy in all classrooms, to improve student success. PL provided to all staff by John Fleming and Justin from Get Reading Right.

The allocation of this funding has resulted in the following impact:
K-2 teachers using decodable readers in their classrooms and using a Science of Reading approach to teaching reading, spelling and writing. Teachers in K-2 engaged in synthetic phonics professional learning from Justin -Get Reading Right on the components of teaching reading and spelling using a phonological awareness and phonics approach.
Teaching staff undertook professional learning in new curriculum reform as part of their performance and development plan goal, under the guidance of the Curriculum Instructors. This allowed teachers to use the knowledge gained to converse with colleagues and collaboratively plan, prepare and implement the new curriculum. |

Professional learning $59,103.21	Students in Years 3-6 implemented daily number warmups to consolidate previously covered concepts. Data has shown in Years 4 and 5, student growth above SSG and state averages. **After evaluation, the next steps to support our students will be:** Continue to personalise and target staff professional learning to achieve results, where students achieve at or above expected growth by analysing data and teaching practice to identify what makes the difference. Tighten daily warmups in classrooms, to improve choral (one voice) responses, speed of response and contain more content from previously covered concepts to assist with moving concepts from short-term memory to long term memory. Consistent delivery of explicit teaching pedagogies in K-6 in number, reading and writing. This will allow students to become familiar with identifying and implementing patterns (numbers, spelling and reading) when completing tasks.
QTSS release $140,029.34	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yagoona Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy / Whole school Numeracy strategy • Timely and Effective Feedback **Overview of activities partially or fully funded with this initiative funding include:** • Assistant principals provided with additional release time to support classroom programs • Employment of Curriculum Instructors to lead teachers through the implementation of new English and Mathematics syllabi. **The allocation of this funding has resulted in the following impact:** Teachers received ongoing feedback and support to implement new syllabi content, concepts and scope and sequences. Mentoring and collaborative practices supported teachers within the school to access differentiated and specific professional learning. Flexibility in Curriculum Instructors mentoring teachers to support classroom observations and provision of structured feedback for teachers. **After evaluation, the next steps to support our students will be:** Continued funding of Curriculum Instructors to support classroom teachers in pedagogy practices and curriculum content. Provide flexibility to Assistant Principals to support classroom observations, modelling practice and provision for effective feedback.
COVID ILSP $257,976.95	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy/numeracy - Understanding text and number. • Providing intensive small group tuition for identified students who were identified by classroom teachers and the Learning Support Team. **The allocation of this funding has resulted in the following impact:** Provided small group tuition cycles in literacy and numeracy to improve

COVID ILSP $257,976.95	student outcomes. Students tracked and regularly monitored using PLAN2. Employment of SLSOs to support small group literacy tuition. School learning support officers (SLSOs) implemented the Minimash program (teacher directed, needs based program) to support students in Kindergarten to Year 4. Employment of two COVID Intensive Learning Support Program (ISLP) teachers who provided small group tuition, withdrawal groups and in-class support. COVID ILSP in-class support directed at targeted groups in Years 1 & 2 within literacy and numeracy rotations. **After evaluation, the next steps to support our students will be:** Identifying students using a range of data sources to identify students with gaps in literacy and numeracy to receive remediation. Awaiting funding advice and guidelines around small group tuition (SMT)

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	313	293	309	283
Girls	259	262	284	253

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	89.8	91.8	85.4	86.2
1	91.8	90.9	86.0	87.8
2	92.8	92.3	85.0	86.8
3	91.8	93.4	85.0	86.3
4	93.7	92.7	88.3	89.6
5	94.1	92.8	86.9	90.0
6	94.0	93.0	85.4	86.4
All Years	92.5	92.4	85.9	87.6
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
Deputy Principal(s)	2
Assistant Principal(s)	6.4
Classroom Teacher(s)	28.88
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher EAL/D	5.6
School Administration and Support Staff	13.06
Other Positions	2.6

*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	984,319.06
Revenue	9,441,206.06
Appropriation	9,310,282.38
Sale of Goods and Services	11,221.88
Grants and contributions	101,977.65
Investment income	16,424.15
Other revenue	1,300.00
Expenses	-9,338,071.52
Employee related	-8,294,826.84
Operating expenses	-1,043,244.68
Surplus / deficit for the year	103,134.54
Closing Balance	1,087,453.60

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	99,863
Equity Total	1,498,507
Equity - Aboriginal	5,389
Equity - Socio-economic	455,961
Equity - Language	713,052
Equity - Disability	324,106
Base Total	6,207,592
Base - Per Capita	168,211
Base - Location	0
Base - Other	6,039,381
Other Total	921,471
Grand Total	8,727,434

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

Parents were surveyed about their opinions of Yagoona Public School at the end of 2023 focusing on the following:

- The school provides a safe and caring environment for students.
- I am satisfied with the way the school communicates with me.
- I am comfortable talking to my child's teacher.

Survey results were positive indicating "strongly agree" or "agree" with all statements. Parents commented positively on staff interactions, the school's environment/atmosphere and teaching practices. Parents identified two areas for improvement in homework:

1. Quantity of homework. Some parents wanted more homework for their children, whilst other parents felt there was too much homework given out by teachers and

2. Consistency in homework. Parents identified that grade homework as a preference. This allowed families with multiple children in one grade the same homework activities. For our bilingual and non- English speaking parents, grade homework allowed for family and friends to support in the completion of assigned homework tasks.

Parents identified more regular communication about student learning progress and learning programs would be helpful. Class Dojo has seen a greater engagement in 2023 by our parents and community. In 2024 we will continue to grow this platform and reignite our parent/teacher/student communication and conferences.

Teachers and students completed the Tell Them From Me Survey. The teacher survey demonstrated positive results across a range of domains. A majority of areas were rated above the state mean including; collaboration, learning culture and visible learning goals . There is a positive correlation between areas of focus in our school's strategic plan and teacher responses. Collaboration which is an area of school focus rated 8.3 compared to state of 7.8. Acknowledging and valuing staff's input into teaching and learning programs, wellbeing initiatives and achievements will continue into 2024.

Student Tell Them From Me short response surveys were administered in June 2023. Tell Them From Me (TTFM) and 2023 Trend reports indicated the following:

- Positive behaviour for being safe at school increased by 11% to 86% from 2022.
- Positive learning climate- students understand there are clear expectations for classroom behaviours increased by 1.0 to 7.6 which is 0.4 above NSW Govt Norm.
- Explicit teaching practices - teachers set clear goals for learning, establish expectations, check for understanding and provide feedback, was again above NSW Govt Norms.
- Students indicated that social media bullying had risen by 21% in November 2022 to 38% in June 2023.

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.