



2023 Annual Report

Yarrawarra Public School



4298

Introduction

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

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

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Message from the principal

2023 transformed Yarrawarra Public School into "The Most Magical Place on Earth" - our own Yarra-Disneyland. My absolute deep-felt thanks to our parent and community body who continue to support us and our students. Olaf from Disney's Frozen sums it up beautifully when he says that "Love is putting someone else's needs before yours" and here at YPS, our children are at the heart of all we do.

Our students have had a wonderful year of learning, and they continue to impress me with their academic gains. The impressive results we are seeing at YPS are also attributed to our hard-working teachers and SLSOs who truly are experts in current evidence-based practice and give 110% every single day. I extend a huge thank you to our amazing staff who have worked with our children this year.

We not only celebrate the academic achievements of our students, but also acknowledge their effort, kind and friendly natures, the upholding of our school values and their extra-curricular achievements. The number of Gold Awards and Principals Awards achieved this year has been impressive. So many of our students have proudly represented themselves and Yarrawarra this year in a variety of fields, from debating and public speaking, to choir, dance, chess, and sport, just to name a few, and I want them to know that we are extremely proud of you all and you are to be congratulated.

Student wellbeing is always a priority at Yarrawarra Public School. Mary Poppins is known for saying that "in every job that must be done, there is an element of fun" and through our Positive Behaviour for Learning program, playground clubs such as run club, chess club, art club and boot camp, and our K-6 CARE group initiatives, we ensure that we cater for the whole child.

YPS is extremely fortunate to have such a hard-working and committed P&C. The P&C have had a very successful year and I thank everyone involved in continuing to bring great experiences and fundraisers to our school. A famous quote from Walt Disney states that "laughter is timeless, imagination has no age, and dreams are forever", and between the great friendships and laughter shared, the creative and imaginative community events such as the trivia night, and the aspirations and dreams our P&C members have for continuing to build a great school for our children, I am extremely grateful. Congratulations to the P&C on another successful year and thank you to the executive and all volunteers for your commitment to our students and our school.

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

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

In closing, thank you to my YPS family for another fantastic, fun, and memorable year. Winnie the Pooh states that "Any day spent with you is my favourite day. So, today is my new favourite day." It is an honour to be principal of this beautiful school and I am looking forward to the many exciting events and learning opportunities already being planned for 2024.

Thank you all for your contributions to our amazing school this year. May you have a relaxing summer break and all the best for another great year in 2024!

"To infinity and beyond!"

Kyleigh Nash

Principal

Message from the school community

As President of the YPS P&C, I was invited to present a report at the 3-6 Presentation Day. Set out below is an updated version of that report.

I would like to start by thanking the teachers and staff here at Yarrawarra Public School. The small insights that we as parents get through normal school activities and communication, plus the additional information reported at P&C meetings, really does demonstrate that the team here at YPS work tirelessly to ensure the very best experiences for our children. The P&C is also grateful for the staff support for our activities, again all for the benefit of our children.

Secondly, I would like to thank the fantastic efforts of the members of the P&C. In addition to the hard work of the executive team, it has been particularly great that numerous other parents have become more involved in P&C organised events. The growth and change of P&C personnel is essential to ensure a pipeline for the future and to keep the association fresh. This is my plug for new members for 2024!

Of course, it would not be possible to run any events without support of the broader school community. Thanks to every single one of you who has given up time to volunteer, donated items, attended events and supported our fundraising efforts.

I would also like to extend our thanks to the many local businesses who have supported our events program this year. Their sponsorship has had a huge impact on our fundraising achievements, for which we are grateful.

Our busy program of events this year included hosting the Welcome BBQ at the start of the year for all new school families, traditional Mothers and Fathers Day stalls along with very popular Mothers and Fathers Day breakfast events, a choc-tastic Easter raffle, the State election and referendum BBQs and Trivia night which saw parents and teachers showing off both their general knowledge and dancing skills.

P&C volunteers have kept the uniform shop running throughout year which, with many children switching across to the new uniform, has been very busy. The canteen has been open for hot food orders on many Fridays throughout the year plus over the counter sales on weekdays, delighting students and parents alike.

I am thrilled to report on the financial successes of this year's P&C's hard work, across canteen, events and uniform shop. So far this year, our efforts have raised over \$25,000 (and we haven't quite finished the year). As a result, this year we have been able to provide the school with funds for decodable readers and Lexile level readers for the classrooms, new iPads, a contribution towards the year 6 shirts and new literacy resources - I have recently shared some photographs from Mrs Lynch of beautifully organised resources and the newly stocked literacy room in library through our social media channels. We look forward to continuing our support of the school into 2024 with funding for educational resources and a project to extend the undercover walkways to provide shelter from the sun and rain.

Last week we rounded out the year with the hugely successful Christmas Night Markets. Huge thanks to the tireless efforts of the fundraising team, led by Tanya Sullivan, who made the night such a brilliant success!

On behalf of the P&C, I would like to wish all departing students the very best as they leave our beautiful school. We look forward to welcoming you back to community events next year.

Finally, I will you all a wonderful festive season and a safe and happy holiday.

Nicola McMahon

P&C President 2023

School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Use

Resources allocated to this strategic direction

AP Curriculum & Instruction

Integration funding support

Per capita

QTSS release

Low level adjustment for disability

Summary of progress

All teaching staff underwent planned, collaborative, and targeted Professional Learning (PL) for evidence-based pedagogy (Training 24/7), enhancing their understanding of meeting students' needs and supporting cognitive learning. Extensive use of student assessment data, including unaided writing books, PAT tests, and embedded assessments, informed teaching, interventions, and future learning plans. A whole-school assessment schedule has been developed. Scheduled collaboration time has been embedded in all school rosters to support the shared planning of teaching and learning programs, and analysis of student data between teachers on the same stage and the APC&I.

This has resulted in increased staff proficiency and improved consistency across K-6 in unaided writing, as shown by 73% of students performing at or above stage level as per Department of Education external data. Triangulation of NAPLAN, PAT and Check-in data demonstrates positive trends in reading and numeracy.

Plans are in place to ensure the progress and achievement of equity groups, emphasising further enhancement of literacy outcomes, particularly in reading. Increased explicit teaching of reading comprehension through Reading Groups, Think Alouds, and planned Higher Order Thinking will be prioritised to support students' literal and inferential comprehension skills. Consistency in collaborative maths programming, embedding the new syllabus, will be a focus for 2024 across 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
Students in Years 2 to 6 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	Students in Years 2 to 6 demonstrated reading growth and achievement from Term 1 to Term 4. PAT data shows an average increase of 10% across all grades.
Students in Years 2 to 6 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.	Students in Years 2 to 6 demonstrated reading growth and achievement from Term 1 to Term 4. PAT data shows an average increase of 12% across all grades.

Purpose

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

Initiatives

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

- Continuous Improvement

Resources allocated to this strategic direction

Low level adjustment for disability

AP Curriculum & Instruction

Professional learning

QTSS release

Per capita

Aboriginal background

Summary of progress

The school conducted a comprehensive review and update of the K-6 Cycle Overview. Professional Learning sessions, particularly with a focus on the Gradual Release of Responsibility model, were conducted to support staff in block planners and blanks. An Unaided Teacher Handbook and administration were developed to ensure consistency in the teaching, assessment, and moderation of writing. Full-day PL sessions, including demonstration lessons, were conducted. Check-ins with the APC&I occurred with each staff member. One-to-one feedback, development targets, and completion of school-wide 24/7 modules were provided to all teaching staff.

The impact is evident in the ongoing development of the core program and the collaborative culture, fostering a learning community dedicated to continuous improvement. All stages worked together to develop writing lessons and units. Improved consistency in teaching, addressing previous challenges arising from staff turnover. Tracking sheets and assessment data were used to identify students needing Personalised Learning and Support Plans (PLaSPs).

In 2024, core programs will continue to be developed and all staff will continue their training in evidence-based practices to continually improve their teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Explicit teaching and literacy and numeracy focus improved towards excelling.	Yarrwarrah Public School demonstrates Excelling in the Explicit Teaching element of the SEF.
Curriculum provision, teaching and learning programs, and differentiation improved towards excelling.	Yarrwarrah Public School demonstrates Excelling in the Curriculum provision, teaching and learning programs, and differentiation elements.
High expectations culture improved towards sustaining and growing.	Yarrwarrah Public School demonstrates Excelling in High expectations.

Strategic Direction 3: A planned approach to wellbeing

Purpose

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

Initiatives

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

- Connectedness Initiatives

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
English language proficiency
Integration funding support
Per capita

Summary of progress

The successful implementation of the "YPS WAY" across grades K-6, incorporating specific initiatives and lessons reflecting Positive Behavior for Learning (PBL) principles, mentorship, student behaviour, attendance and wellbeing. Fortnightly CARE groups, where students had the agency to select the teacher they wanted to be linked with, provided a tailored approach to addressing individual well-being needs.

This contributed to a cohesive approach to behaviour and values. Each term featured a focused PBL agenda centred around YPS Way principles. Student well-being consistently held the top agenda spot in department and whole school meetings, highlighting a commitment to prioritising the students' holistic development. This increased staff awareness and shared efficacy for all students' wellbeing. There was an increase in attendance for 2023 when compared with 2022, with an 11% increase in students attending >90% of the time. Although there was an increase in behaviour incidents being reported, this can be explained through the improved consistent approach that has been embedded through professional learning for all staff. This data will help with future evaluations as 2023 will work as a baseline for future reflections. Active feedback gathering through staff surveys and Tell Them From Me (TTFM) demonstrated a commitment to continuous improvement. TTFM student survey data demonstrates that students feel their cognitive, social, emotional, physical, and spiritual well-being is supported through a variety of programs, clubs, and initiatives.

To enhance the existing system, there is a call for increased parent engagement in the TTFM survey, a reduction in reported student incidents, and the development of a differentiated behaviour system, particularly within the K-2 space. In 2024, the school aims to continue additional professional development on behaviour management and strategies for dealing with repetitive, minor behaviours across all settings. There will be a specific focus on improving school practices surrounding the identification of minor/major/critical behaviours.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to be above the system-negotiated lower bound target of 89%.	The percentage of students attending school more than 90% of the time is 88%.
TTFM wellbeing data (advocacy, belonging, expectations) improved to 96.5%.	TTFM wellbeing data improved to 90.87%.
School Excellence Framework (SEF) indicates improvement in a planned	The School Excellence Framework indicates that Yarrawarrah Public School is excelling in the element of Wellbeing.

approach to wellbeing towards
excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$231,555.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yarrawarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Connectedness Initiatives <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • social skills and playground programs <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students in the implementation of PLaSPs, so that students with additional needs are supported in classrooms and the playground.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support targeted students with the implementation of their Personalised Learning and Support Plans [PLaSP].</p>
<p>Socio-economic background</p> <p>\$13,244.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yarrawarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement social skills development programs to support identified students with additional needs • supplementation of extra-curricular activities and other school activities involving additional costs, such as excursions and incursions and providing students with economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources, such as MultiLit, MacqLit and MiniLit resources <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs and additional Learning Support Teacher time to support students with social skill development, PLaSPs and behaviour plans were written for identified students requiring a differentiated program to support them in their learning, assisting families with some of the costs of schooling including supporting families with the purchasing of school uniforms, workbooks and equipment, attending excursions, incursions and camps, and extra-curricular opportunities.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support students and families as required.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yarrawarra Public School.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Identified EALD students provided with support from the Learning and Support Teacher in the classroom to advance academic achievement and English language knowledge and skills.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate these funds to support identified students with the implementation of support programs and differentiated instruction in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$136,519.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Yarrowarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Continuous Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit, MultiLit, MacqLit & Spelling Mastery to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: All students identified as requiring learning, behavioural or emotional adjustments had a PLaSP. These plans were created in consultation with parents, the student, the class teacher and the Learning Support Coordinator. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school employed a Learning Support Coordinator and SLSOs to work with targeted groups focusing on literacy and numeracy needs.</p> <p>After evaluation, the next steps to support our students will be: The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.</p>
<p>Professional learning</p> <p>\$18,545.91</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Yarrowarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$18,545.91</p>	<p>funding include:</p> <ul style="list-style-type: none"> • engaging an Instructional Leader to unpack evidence-based approaches to teaching literacy and explore modelled, guided and independent reading and writing • staff engaging in a suite of online professional learning modules to improve pedagogy based on best practice • time provided to staff to complete online modules for curriculum reform <p>The allocation of this funding has resulted in the following impact: Increased staff knowledge on current evidence based practices in the teaching of literacy resulting in improvements to pedagogy, programs and the teaching/learning cycle across the school. Development of a core program that is consistent K-6 across the school. Staff have been upskilled in the curriculum reform for English and mathematics.</p> <p>After evaluation, the next steps to support our students will be: Improved understanding of how to use assessment data in programming to further increase student outcomes and inform teaching. Focused PL on targeted areas of need based on data, such as reading comprehension.</p>
<p>QTSS release</p> <p>\$49,004.35</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yarrowarrah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Succession building - the expanded executive team participated in the Shadow Mentorship program to build their capabilities and expertise in leadership roles within the school. From this program, 3 staff members have gained Assistant Principal, Curriculum & Instruction positions, 1 staff member attained a relieving principal role and 2 staff members attained a relieving assistant principal role for 2024 . The executive team uses executive release in leading and embedding the strategic improvement plan and quality teaching programs to achieve set targets.</p> <p>After evaluation, the next steps to support our students will be: QTSS funds will still be used for executive release and succession building per the continuous improvement component of the SIP and there will be a greater focus on providing effective feedback to all teaching staff to continually improve practice. Funds will also be used to provide staff with additional RFF per the curriculum reform.</p>
<p>COVID ILSP</p> <p>\$48,595.70</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for

<p>COVID ILSP</p> <p>\$48,595.70</p>	<p>small group tuition groups/monitor progress of student groups</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: One group of five students participated in MacqLit reading intervention for the year, 4 times per week for 30 minutes focusing on phonemic awareness, phonics, blending, segmenting, text reading and ongoing assessments. 5/5 students experienced success on the MacqLit program with an improvement in the number of words read correctly per minute. 2/5 students passed the MacqLit end of year benchmark. 23 students from Kindergarten, Year 1, and Year 2 participated in the MiniLit reading intervention program. MiniLit was delivered 4 x week for 40 minutes each session. Each lesson explicitly taught phonemic awareness, phonics, decoding, blending, segmenting, levelled text reading, assessment. 23/23 students improved their words correct per minute score, monitored fortnightly throughout the year. 4/23 students graduated from the program.</p> <p>16 Stage 2 and Stage 3 students participated in the Corrective Reading comprehension intervention program in Semester 2. In this program, students were explicitly taught comprehension strategies and how to analyse and break down the components of a question. Assessments were embedded into the program, occurring every ten lessons. 16/16 students passed each of the assessments. 9/16 students improved their Lexile and PAT-R scores from beginning of year to the end of year. 5/16 students improved just their Lexile from beginning of year to end of year. 1/16 students did not make progress in PAT or Lexile assessments throughout the year.</p> <p>After evaluation, the next steps to support our students will be: The school will allocate these funds to employing SLSOs in 2024 as SLSOs are trained in implementing these small group interventions. The SLSOs will continue to support targeted students, based on assessment data, to provide differentiated teaching and learning intervention programs to support those students demonstrating that they were disadvantaged by the remote learning period.</p>
<p>Aboriginal background</p> <p>\$15,368.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yarrawarra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Improvement • Connectedness Initiatives <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • professional learning for staff <p>The allocation of this funding has resulted in the following impact: All students identifying as Aboriginal and/or Torres Strait Islander have a Personalised Learning Pathway. Events held to increase community consultation and engagement to support the development of cultural competency across the school, including the "Yarn Up" program. Elders were employed to help Aboriginal and Torres Strait Islander students write their personalised Acknowledgement of Country, and deliver localised culture lessons to students. Aboriginal Education resources were also purchased and staff participated in a variety of professional learning</p>

<p>Aboriginal background</p> <p>\$15,368.04</p>	<p>courses. The school's Reconciliation Action Plan (RAP) was published in May 2023.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning for staff, supporting the development of PLPs and increased opportunities for community consultation and engagement. Revising and updating our school's Reconciliation Action Plan (RAP). Further resources to support Aboriginal Education will be purchased. Employment of Elders to work with our students and an Aboriginal Education incursion will occur. We will also update our Bush Tucker garden.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	139	126	127	136
Girls	127	119	122	115

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.7	97.1	92.6	95.4
1	93.0	95.3	92.6	96.6
2	93.1	96.1	92.5	96.1
3	93.6	95.3	92.3	95.3
4	93.4	94.7	92.6	94.2
5	94.1	93.6	89.7	94.9
6	94.9	94.3	91.1	94.1
All Years	94.0	95.1	91.9	95.2
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)	8.23
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	341,631.46
Revenue	3,153,737.78
Appropriation	2,884,285.16
Sale of Goods and Services	983.70
Grants and contributions	251,181.62
Investment income	16,364.96
Other revenue	922.34
Expenses	-3,014,079.98
Employee related	-2,611,095.41
Operating expenses	-402,984.57
Surplus / deficit for the year	139,657.80
Closing Balance	481,289.26

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	201,748
Equity Total	167,532
Equity - Aboriginal	15,368
Equity - Socio-economic	13,245
Equity - Language	2,400
Equity - Disability	136,519
Base Total	2,033,734
Base - Per Capita	64,805
Base - Location	0
Base - Other	1,968,929
Other Total	243,510
Grand Total	2,646,524

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

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

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

- * Leadership - YPS 9.1 / NSWDoE 7.1
- * Collaboration - YPS 9.1 / NSWDoE 7.8
- * Learning Culture - YPS 8.8 / NSWDoE 8.0
- * Data Informs Practice - YPS 8.4 / NSWDoE 7.8
- * Teaching Strategies - YPS 8.7 / NSWDoE 7.9
- * Technology - YPS 7.8 / NSWDoE 6.7
- * Inclusive School - YPS 8.6 / NSWDoE 8.2
- * Parent Involvement - YPS 7.3 / NSWDoE 6.8
 - Teachers at YPS ranked our school much higher than state average in all 8 domains: leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and collaboration.
 - 100% of YPS teachers reported that "morale amongst the staff at my school is good", that "I feel I belong at this school", "I feel well supported in my job" and that "school leaders clearly communicate their strategic vision and values for our school".

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

- * Students with positive behaviour at school - YPS 86% / NSWDoE 83%
- * Students who are interested and motivated - YPS 53% / NSWDoE 78%

Drivers of student outcomes as reported by our students show:

- * Students who are victims of bullying - YPS 36% / NSWDoE 36%
- * Students have advocacy at school - YPS 7.9 / NSWDoE 7.7
- * Expectations for success - YPS 8.4 / NSWDoE 8.7
- * Effective learning time - YPS 8.0 / NSWDoE 8.2
 - YPS students in Years 4-6 reported above the NSW norm in the areas of: student participation in school sports, students with positive relationships, students with positive behaviour at school, advocacy at school and effort.
 - 80% of students feel proud of their school and 98% of students report that their teacher takes time in class on retrieval practices (asking students to remember and explain things that they have been taught before).

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

- * Parents Feel Welcome - YPS 5.8 / NSWDoE 7.4
- * Parents are Informed - YPS 5.5 / NSWDoE 6.6
- * Parents Support Learning - YPS 6.2 / NSWDoE 6.3
- * School Supports Learning - YPS 6.4 / NSWDoE 7.3
- * School Supports Positive Behaviour - YPS 6.9 / NSWDoE 7.7
- * Safety at School - YPS 5.9 / NSWDoE 7.4
- * Inclusive School - YPS 6.0 / NSWDoE 6.7

Of note, all areas in the parent survey improved from 2022 data, except for "parents support learning at home" which decreased from 6.6 to 6.2 and "school supports positive behaviour" which remained the same.

- 93% of parents reported that their child is enrolled at their first choice of public 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.