

Yagoona Public School

Annual Report



2016



3869

Introduction

The Annual Report for 2016 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 school 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.

Meaghan Wilson

Principal

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School background

School vision statement

At Yagoona Public School we create a learning environment that allows every student to achieve as an individual. High quality learning environments and high expectations are fostered. We are building greater community engagement with our school and wider community. We have strong welfare procedures and regularly celebrate student accomplishment.

"Embracing potential to empower learning"

School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. Yagoona Public School provides equal opportunity for all students in academic, cultural, sporting and enrichment opportunities. We foster an inclusive environment that supports learning, teaching and friendship.

We value our relationships with Bankstown Council, ANZ Hot Shots tennis-Australia and Save the Children.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Our school annually undertakes self-assessment using the School Excellence Framework. 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.

The school's on balance judgement for these domains are as follows:

Learning Domain- Sustaining and Growing

Teaching Domain- Sustaining and Growing

Leading Domain- Sustaining and Growing

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Harnessing Potential

Purpose

To promote positive relationships amongst staff, students and the community to facilitate a harmonious school culture that encourages and builds mutually respectful citizens of the world.

Overall summary of progress

Our Strategic Direction One team had many highlights throughout 2016. Staff were given professional learning in a number of areas that impacts students individual learning. They created a template for Learning Plans, storage location for documents and organised review meetings with parents. Through the use of staff skills and interest at YPS students were able to access enrichment programs that ran weekly. Students were able to showcase their knowledge and learning in the Term 4 assembly. Teachers became familiar with Learning Intentions, the why and how for each lesson is explained to the students. Students understand the relevance of the lesson and can make connections to real world experiences. To embed the practice of using learning intentions staff were able to conduct "educational walks" to observe learning intentions in action and at a later date share feedback with other staff on their observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Expand the number of students accessing enrichment classes at YPS and selection into selective classes.	Yagoona Public School offered enrichment classes within the following areas: <ul style="list-style-type: none"> • Art • Mathematics- mathematical thinking and reasoning • Science • Writing • Reading- Book Club/Novel study • Robotics • Public Speaking • Jewellery making 	\$1000 budgeted to cover the cost of resources.
Increase number of staff collaborating and leading within our school, across our Community of School's and our community hub when designing tasks and learning opportunities.	In 2016 Yagoona Public School utilised staff expertise to run our Curriculum Drive initiative. This allowed all K-6 Teachers the opportunity to analyse data gathered within English and Mathematics and to identify students areas of needs and interest. Target groups were formed and programs implemented with a 5 week cycle. Four identified YPS Teachers ran each session, listening, discussing student growth and assisting in the preparation for future groups.	\$60 000- Employment of staff to release classroom Teachers to participate in English and Mathematics sessions, once a fortnight.
Increase number of classes undertaking project based learning tasks.	Students in Stage 3 had the opportunity to complete project based tasks in 2016. Students enjoyed this opportunity to be able to guide their own learning and being able to report their findings in various ways- digital, pen and paper, artworks and through song.	
Improvement of student cohorts achieving performance targets.	<ul style="list-style-type: none"> • Data wall demonstrates growth in K-2 for literacy and numeracy continuums. • Staff feedback indicates greater knowledge in planning for student cohorts to achieve targets. • Development of a "RIP" reading intervention program before school, run by Teachers had two positive outcomes; 1] Attendance of students increased and 2] reading and comprehension results increased. Highly structured and supervised 	\$20 per term

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement of student cohorts achieving performance targets.	program led by Teachers and interested Stage 3 students.	\$20 per term

Next Steps

In 2017 the Strategic Direction One Team will focus on:

- Providing PL to staff on formative and summative assessments.
- Embedding learning intentions and success criteria within all KLA's.
- Within Semester two, creating success criteria rubrics.
- Continuing with the school-funded "Educational Walks"- providing Yagoona Staff the opportunity to share good pedagogy across K-6.
- Embed the collection of student data for those requiring Out of Home Care Plans, Individual Education Plans and Personalised Learning Plans via electronic storage.
- Revisit and discuss changes to the NCCD-disability collection for 2017. Ensuring all staff have appropriate evidence collected for survey.
- In Term 2, start up the RIP program for struggling readers.

Strategic Direction 2

Enhance and incorporate partnerships

Purpose

To create a culture of inclusivity and continuous learning within our school and throughout our wider community. To utilise our school so that staff, parents, carers and community members value their input and worth to our school while offering opportunities that promote life-long learning.

Overall summary of progress

Through the connection between the Community Hub and Yagoona Public School we were able to foster new relationships and strengthen existing parent and community partnerships. Surveys to measure student, parent and staff satisfaction, future directions, interests and skills of community members were all collated and information gathered used to future plan. We also utilised informal meetings, community dinners, P & C functions as well as open days to gather information about our community. We were able to use our community Language Teachers to assist translating information for parents ensuring all members ideas and contributions were valuable. With the implementation of new History and Geography syllabus, staff were provided with professional learning in the implementation, planning and subsequently designing a scope and sequence for YPS. This allowed each grade to ensure planning aligned with the new syllabus and when reporting we are able to reflect in our comments on the new outcomes. As part of the Teacher's agreement, all staff prepared and gathered evidence to support their Performance and Development Plan [PDP]. Staff through meetings were able to share their 2016 goals and once a term share success with their peers in an aspect of their teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent engagement at school events, community hub activities, school interviews and participation in our P & C.	<p>Parent engagement at school events has increased. In 2016 we held community events such as "Iftar", Harmony Day and Christmas Carols. Numbers participating in these events surpassed our expectations.</p> <p>Our P & C executives have remained stable and more new faces join our monthly meetings and participate in Community Hub events.</p>	\$500 allocated to support Community dinners.
Increase of staff utilising Early Learning Plans [ELP's]	<p>Staff were provided with a professional learning session targeted at designing Early Learning Plans [ELP's], Individual Learning Plans [ILP's] and Personal Learning Plans [PLP's] using SMART goal settings. Staff have created a template to ensure consistency when designing a Learning Plan for students. We have created an electronic storage of documents that can be shared amongst staff and provided to external agencies upon request.</p>	<p>\$2000- 4 staff casual days to discuss, design our Individual Learning template and electronic storage.</p> <p>\$1000- 2 days casual relief for staff to complete Out of Home Care [OOHC] plans for students.</p>
Staff using the AITSL standards in their programming and more staff gaining accreditation at highly accomplished and leader levels.	<p>Teachers were supplied with a Performance and Development [PDP] folder. Staff use the Australian Institute for Teaching and School Leadership [AITSL] to plot their own performance. Using this tool provided staff a framework when developing their future PDP goals.</p> <p>Strategic Direction Team 2 conducted professional learning sessions walking staff through each Standard to ensure a deep understanding.</p>	\$200 for PDP folders.
Increased attendance for targeted students and families	Following the Department Of Education attendance policy, students with identified attendance patterns	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
with attendance concerns under 85%.	are monitored by Teachers and Executive members. Referrals made to Home School Liaison Officer [HSLO] when necessary.	

Next Steps

In 2017 the Strategic Direction Two Team will focus on:

- Continue with student, staff and parent surveys. [examples kindergarten-starting school survey, yearly SWOT and individual student survey] collating survey responses to drive change.
- Students and staff enrol to participate in Tell Them From Me [TTFM] survey.
- Working with our parent and school community to foster new partnerships and sustain existing ones by opening our school to the community for- Community Hub events, school events and community hall hirers]
- The official opening of the Community Hub in March 2017.
- Strengthening relationships with local preschools, Primary Schools and High Schools - through transition programs, professional learning opportunities and special events.
- Reviewing and establishment of Scope and Sequences for Key Learning Areas [KLA's]

Strategic Direction 3

Embed high expectations

Purpose

To foster a learning environment which empowers all students, staff and community members with a commitment to and love of learning through high quality teaching and learning practices. Where learners aim to acquire excellence in communication, collaboration, learning to think critically, creatively and independently. Inspiring the whole community to become life-long learners.

Overall summary of progress

Embedding of high expectations was completed in 2016 through the following ways:

- Providing students with the opportunity to extend their talents within a variety of KLA's through our Enrichment program. Held once a week for an hour students were provided with activities or set tasks to extend their abilities.
- Collection of PLAN data twice a term to ensure ALL students are moving along the learning continuum within the focus of literacy and numeracy.
- Ongoing updating of our data wall, indicating students below, at and above benchmark expectations.
- Ensuring staff have access to best practice lessons and activities through our Educational Walk initiative. staff nominate themselves to demonstrate lessons. These lessons highlight learning intentions, success criteria and align to AITSL standards. Staff register an interest and through timetabling are able to go into classrooms and observe lessons. Staff then complete an evaluation which provides feedback for presenting and observing Teacher/s. Educational walks are scheduled twice a term for the day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Results from the Tell Them From Me survey about:</p> <ul style="list-style-type: none"> * Relevance * Positive learning environment * Expectations for success 	<p>Students completed the Tell Them From Me [TTFM] survey which identified student's individual and overall satisfaction of:</p> <ul style="list-style-type: none"> • their Teaching and Learning Programs • their school environment with regards to student wellbeing <p>Information gathered was used to design a student interest survey to be given out at the beginning of 2017. Information will help Teachers know more about the "whole child/ren" in their class.</p>	<p>\$200 RAM funds</p>
<p>Continuous feedback from lesson observations.</p>	<p>To ensure our Education Walks are relevant and link to the AITSL standards, staff participating were asked to complete an evaluation. Collation of evaluation provided staff presenting and organising with future directional needs of the staff.</p>	<p>\$3 000 -casual relief. These funds are utilised by Teachers participating in Educational walks. Up to 3 Teachers per session are released and able to observe best practice and discuss observations in a colleagues room. Educational walks occur twice a term.</p>
<p>Evaluation of current assessment and reporting guidelines to create a school-wide assessment schedule.</p>	<p>Through the use of our Curriculum Drive and Semester overview, staff are aware of the assessment and reporting expectations.</p>	<p>[Budgeted in Strategic Direction One \$60K]</p>
<p>Increase the number of staff enrolling in aspiring leadership opportunities through mentoring.</p>	<p>In 2016 Beginning Teachers were given a mentor and utilising the Beginner Teacher Funds were provided professional learning and an additional hour of release to meet with their mentor. Early Career Teachers [ECT] were provided with a</p>	<p>[Beginner Teacher funds detailed in Key initiatives]</p> <p>Meetings for Early Career Teachers occurred after</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of staff enrolling in aspiring leadership opportunities through mentoring.	mentor. ECT meet regularly to discuss accreditation and the gathering of evidence whilst they prepare for their accreditation reports.	school.

Next Steps

In 2017 the Strategic Direction Three Team will focus on:

- Continue to offer professional learning that aligns to the school plan and Teacher's PDP plans.
- Semester Two begin the process of looking at feedback- the importance of feedback, relevant feedback, how to give feedback etc..
- Through the implementation of our PDP's hold peer observations that offers individual feedback, feedback to team teaching opportunities and feedback from demonstration lessons.
- Continue to support "Educational Walks"- allowing staff to observe best practice within classrooms.
- Continue to offer Curriculum Drive opportunities. Supporting grades to enter, analyse data and use collated data to plan for future learning for students. Creating fluid and flexible target groups that are measured every 5 weeks.
- Introduction of teacher mentoring program with research-based focus . This program is to build the capacity of Early Career teachers and support them through the accreditation process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Artwork displayed at Bankstown Art Centre and ABC building Ultimo and work to be handed over to YPS in 2017 at a ceremony.</p> <p>NAIDOC week celebrations. Students observed an Aboriginal performance.</p>	\$308 Aboriginal funding-RAM
English language proficiency	Allocation utilised to support students with EAL/D backgrounds. Students received in class, small group and withdrawal support depending on needs.	EAL/D allocation
Low level adjustment for disability	<p>Information sharing will assist in the future planning for students to ensure success and activities are designed at point of need.</p> <p>Identified students from the NCCD-disability given Learning and Support from Teachers. An Individual Learning Plan [ILP] created and implemented by Teachers.</p>	<p>SLSO employment</p> <ul style="list-style-type: none"> • (\$12 481.75)
Support for beginning teachers	<p>On going-Mentor evaluates and offers support, suggests relevant Professional Learning, strategies to be used in classrooms and offers themselves for team-teaching and demonstration lessons.</p> <p>Professional Learning opportunities including:</p> <ul style="list-style-type: none"> • Beginning Teachers meeting • Language, Literacy and Learning L3 training • Weekly additional Release from Face to Face [RFF] 	\$13,377 Beginning Teachers funds
Targeted student support for refugees and new arrivals	<p>New Arrival groups established and a specific program designed for these students. Withdrawal and intense support offered.</p> <p>Flexible grouping throughout the year to support any additional new students. [Students who were able moved from New Arrivals Program [NAP]-withdrawal intensive support to receiving EAL/D support within classrooms.]</p>	<p>EAL/D allocation</p> <ul style="list-style-type: none"> • (\$800.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	280	270	269	287
Girls	247	237	244	243

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	91.6	92.9	93
1	96.7	94.4	93.5	93.9
2	96.3	94.8	94.3	92.4
3	94.5	95.3	94.6	93.3
4	95.5	94.6	94.1	93.2
5	97.3	95.9	93.8	93.9
6	98.4	95.9	92.6	92.9
All Years	96	94.6	93.7	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Staff at Yagoona Public School follow the Department of Education's attendance policy. Teachers keep records of students who are late, absent and are on extended leave. Teachers follow up student absences with documented phone calls. The Deputy liaises with the Home School Liaison Officer [HSLO] and parents to ensure students who are regularly late or absent work towards attending school on-time and regularly.

Class sizes

Class	Total
KM	20
KJ	20
KS	20
KR	21
1G	19
1R	20
1K	18
1J	20
2A	21
2M	23
2I	25
3W	28
3D	27
3/4R	28
4K	27
4H	28
4/5/6H	28
5/6C	29
5/6V	26
5/6S	25
5/6N	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.6
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	3.6
School Administration & Support Staff	8.96
Other Positions	0.21

The Australian Education Regulation 2014 requires school to report on Aboriginal composition of their

workforce. There are no Aboriginal Teachers currently employed at Yagoona Public School.

Yagoona Public School offers community languages to students who have identified their first language is; Arabic, Vietnamese and/or Chinese. Students access two hours per week community languages as part of the release from face to face [RFF] allocation.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

Professional learning and teacher accreditation

During 2016 staff attended the following professional learning:

- Language, Literacy and Learning [L3]
- Non-Violent Crisis Intervention [NCI]
- Australian Institute for Teachers and School Leaders [AITSL] standards
- Learning intentions
- Utilising the English syllabus to improve student outcomes.

In 2016- six Teachers completed their accreditation report for the Board of Studies, Teaching and Educational Standards [BOSTES] at Proficient Teacher level and four Teachers completed their BOSTES maintenance report at Proficient Teacher level. One staff member continues to gather evidence for accreditation at the Highly Accomplished level.

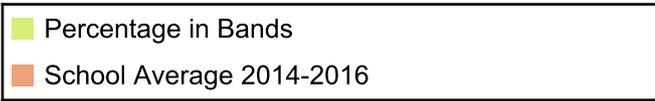
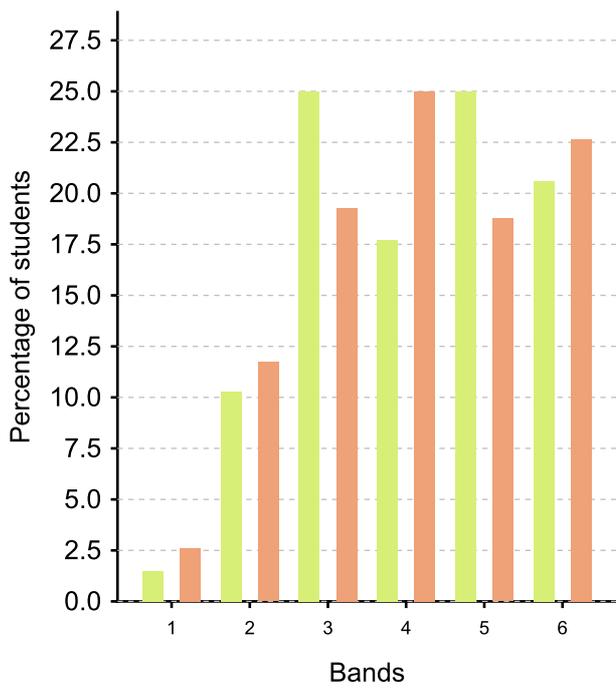
Financial information (for schools using both OASIS and SAP/SALM)

	2016 Actual (\$)
Opening Balance	0
Revenue	658 557
(2a) Appropriation	614 247
(2b) Sale of Goods and Services	5 664
(2c) Grants and Contributions	38 346
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	300
Expenses	-249 026
Recurrent Expenses	-249 026
(3a) Employee Related	-169 442
(3b) Operating Expenses	-79 583
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	409 531
Balance Carried Forward	409 531

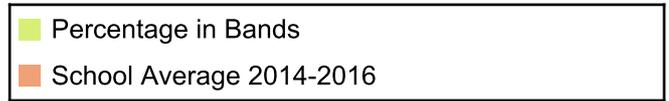
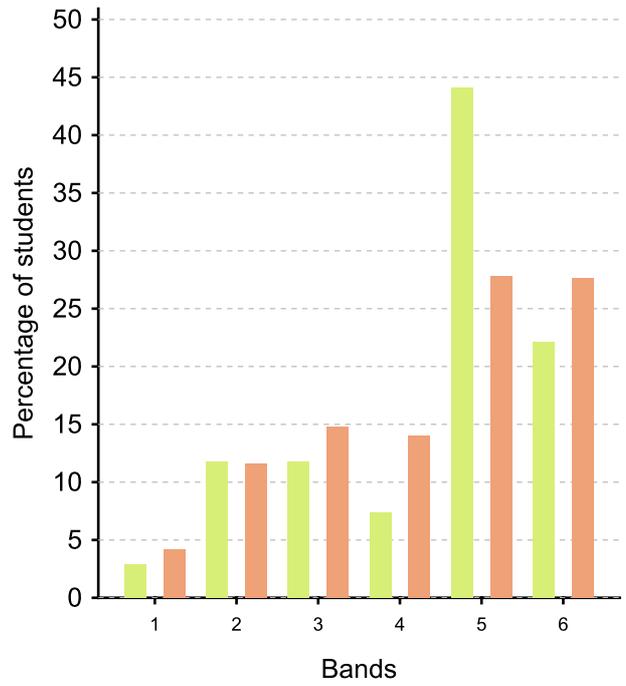
	2016 Actual (\$)
Base Total	3 431 226
Base Per Capita	28 825
Base Location	0
Other Base	3 402 400
Equity Total	792 847
Equity Aboriginal	883
Equity Socio economic	204 706
Equity Language	394 502
Equity Disability	192 756
Targeted Total	940 375
Other Total	460 989
Grand Total	5 625 439

School performance

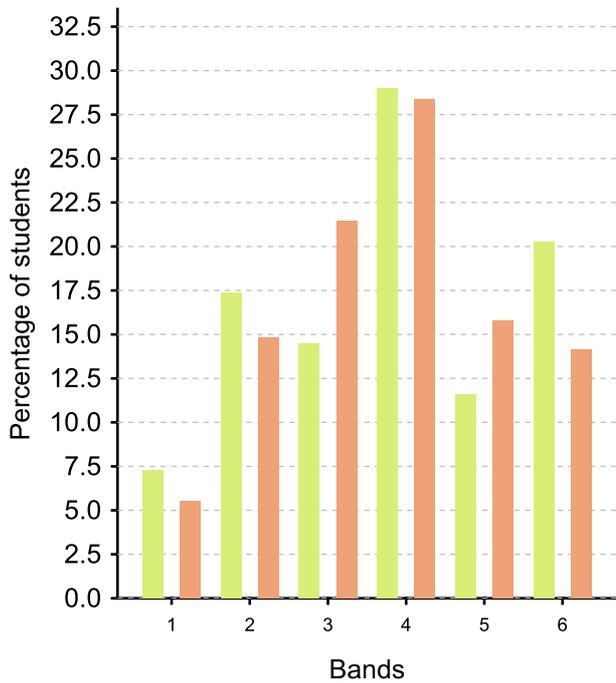
Percentage in bands:
Year 3 Grammar & Punctuation



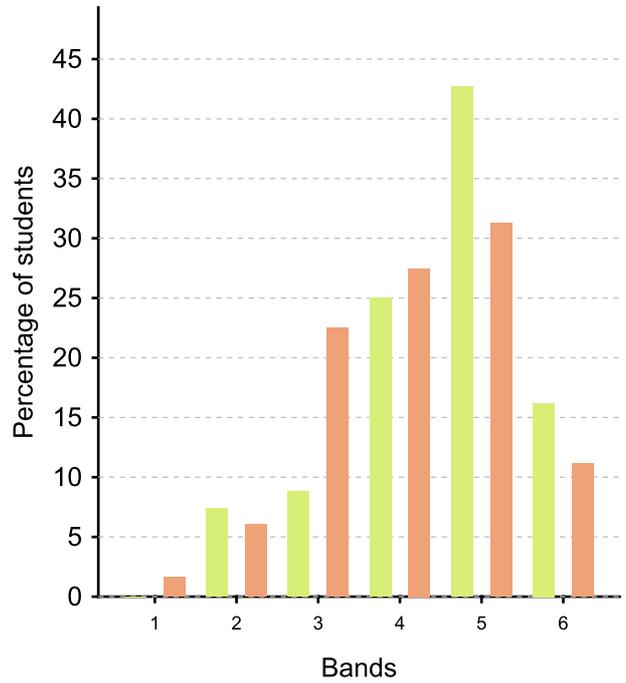
Percentage in bands:
Year 3 Spelling



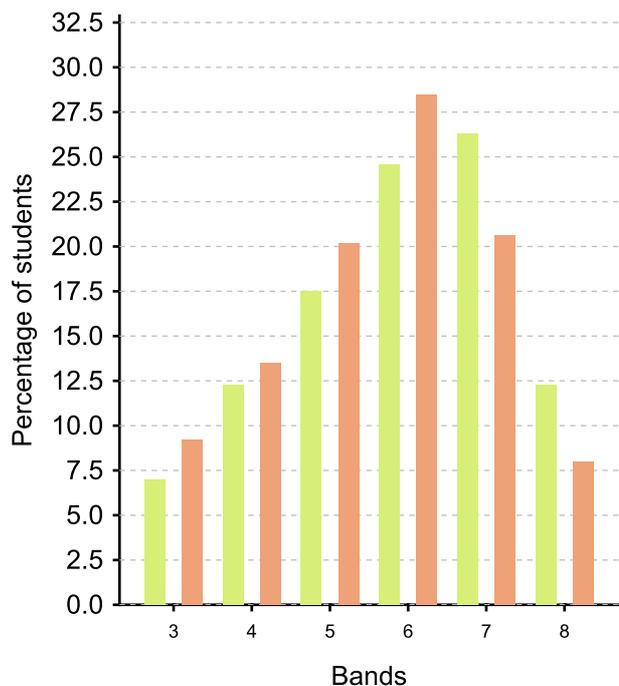
Percentage in bands:
Year 3 Reading



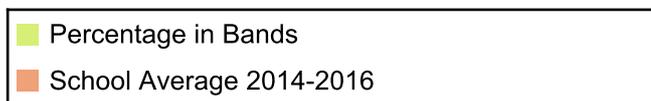
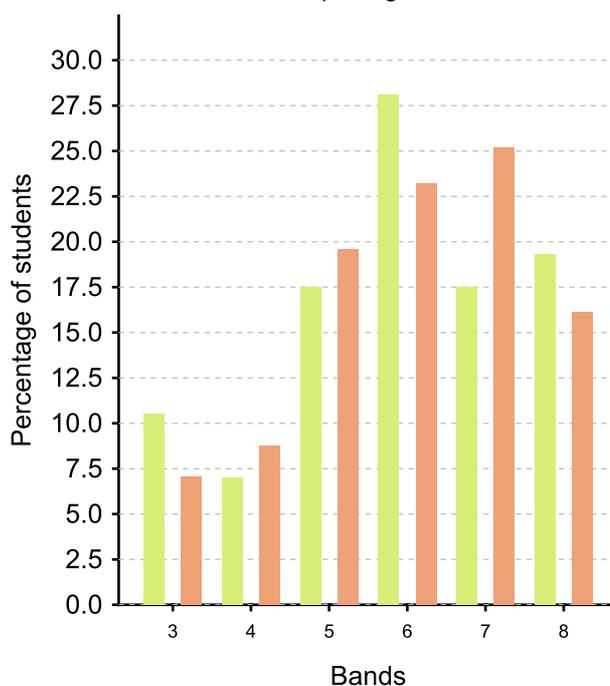
Percentage in bands:
Year 3 Writing



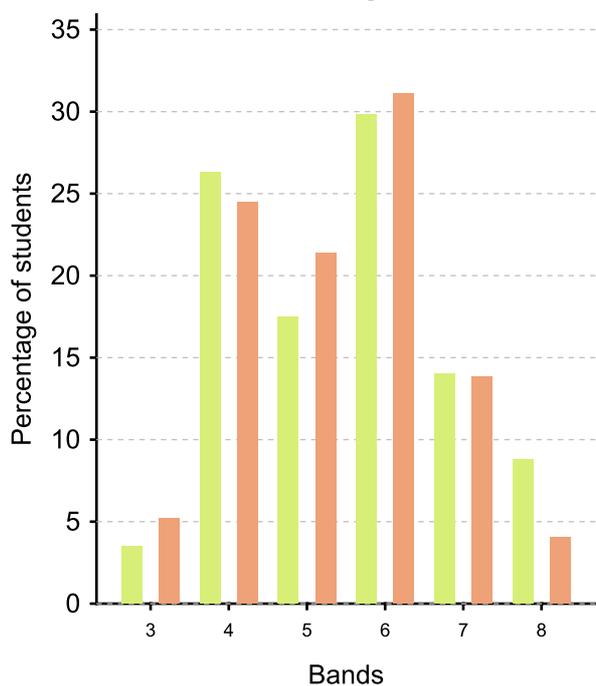
Percentage in bands:
Year 5 Grammar & Punctuation



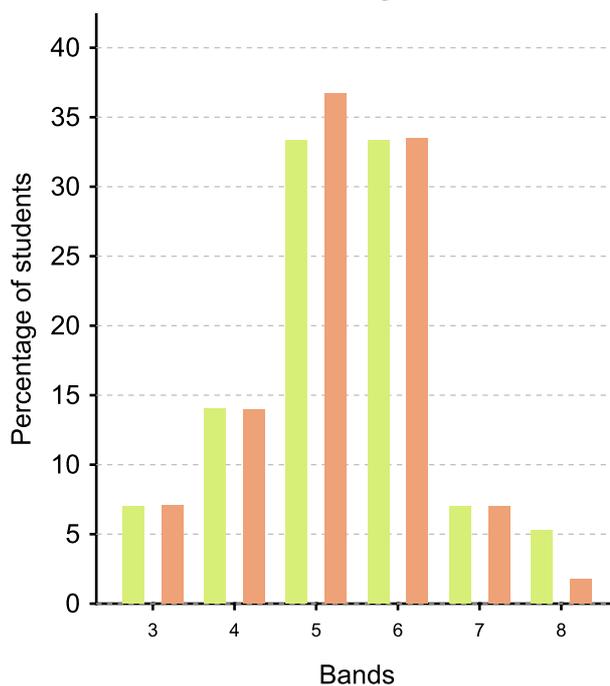
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Yagoona Public School, students, parents and community members are asked to complete a Strengths, Thoughts, Weakness and Opportunities [SWOT] analysis of our school. The following outline the results:

- 83 % of students, staff and parents identified Yagoona Public School as a safe school. More Teachers and School Learning Support Officers were rostered onto playground duties. This led to a decrease in playground incidents as identified by our PBL data. Students requiring additional support were able to integrate and develop social interactions with their peers. The voluntary lockdown daily of the site from 9:20am until 2:20pm meant families felt their children were safe as the office staff monitor visitors on and off the site.
- Our Positive Behaviour for Learning [PBL] system was well received and easy for students, staff and parents to follow. More level awards were achieved in 2016 than in previous years prompting our wellbeing team to restructure the level awards to accommodate students reaching a 4+ [which was the highest level]
- Communication was identified as a positive area at Yagoona Public School. In 2016 we continued to use our school website, schoolnews, weekly newsletter, message board to inform all stakeholders of upcoming school events. In 2016 reports for our EAL/D students were translated into Arabic and Vietnamese to assist families learning to speak and read English.
- Students, staff and parents identified the school environment as area for further development. The students and staff would like the wifi to work more efficiently and to purchase additional technology to support teaching and learning programs. The buildings were mentioned as looking run-down and requiring additional work- coat of paint, new external doors and awnings to external entrances.

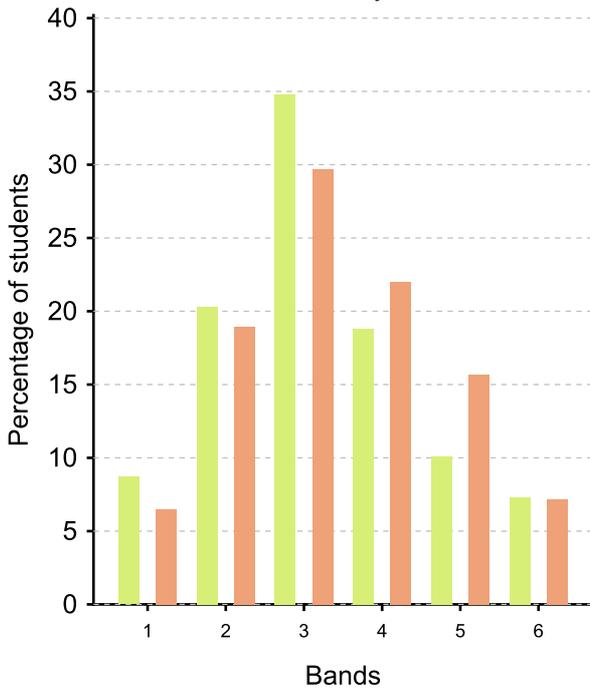
Policy requirements

Aboriginal education

Yagoona Public School received Aboriginal background funding as part of the Equity Loading in 2016. These funds were used to target students' learning by strengthening partnerships and genuine collaboration between the school and Aboriginal families.

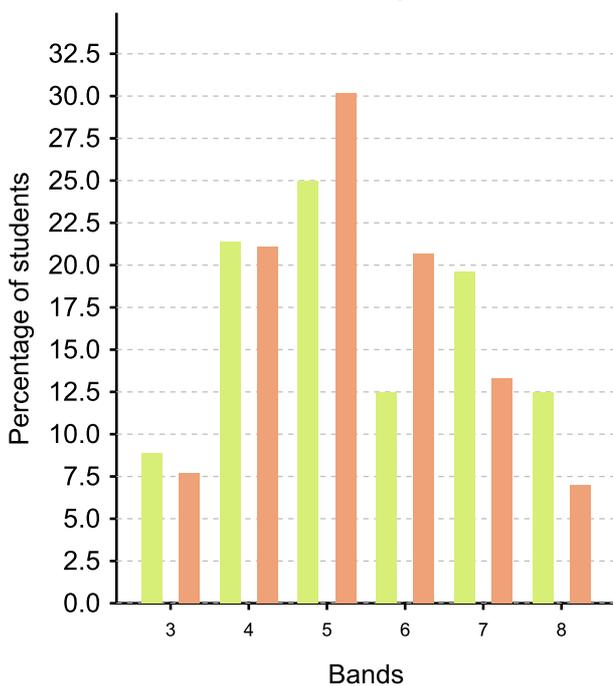
Personalised Learning Plans were completed for all Aboriginal students at Yagoona Public School, in collaboration with parents/carers, students, staff and the local Aboriginal community. A focus on increasing students' achievement of learning outcomes resulted in provision of in class support through a Learning and Support Teacher and SLSO program throughout the school year.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Multicultural and anti-racism education

Yagoona Public School prides itself on being a harmonious and multicultural school.

Multicultural perspectives are embedded in teaching and learning programs across all stages. The school is developing our History and Geography scope and sequences. This will ensure students' perspectives are broadened and cultural diversity is embraced and fostered within our school.

The school has a teacher who is appointed as the Anti--Racism Contact Office (ARCO). This officer is the first contact in dealing with any allegations of racism.