



Yahl Primary School

2022 annual report to the community

Yahl Primary School Number: 501

Partnership: Blue Lake

Signature

School principal:

Mrs Christine Morrison

Governing council chair:

Bradley Crisp

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

Yahl Primary School is an F-6 site situated 10 kilometres from Mount Gambier. The school services the Yahl area and part of Mount Gambier with a diverse demographic of families. Yahl Primary School is a Category 4 school and there are many vulnerable children who attend the school. We have 112 children attend Yahl this year and all classes were composite.

The school year began with children remote learning, except our youngest, who attended and began their first or second year of school. The level of commitment from staff to support families during this time was outstanding and, as a site, we can feel proud that we were able to connect with every child and support their learning. Technology was distributed and supported by our on-site technician and staff, to enable students to learn online. With no child being turned away from school, we also welcomed students to attend as their parents were essential workers or families struggled to engage children at home. As term 1 progressed, we saw most students return to the classroom, with families not being permitted to enter buildings. School life returned to something that resembled normality.

The School community was affected by Covid throughout term 1 and term 2 with close contact rules affecting many teachers and SSO's. Parent access to school ground was limited for the first half of the year with restrictions slowly easing throughout the year.

Several upgrades were completed around the school in the July holidays. The F/1 class and administration area received new paint and floor coverings. The toilet block had a much-needed makeover with hand dryers added to each cubicle, new doors and a fresh coat of paint.

A creek was developed attached to the Mud Kitchen and native plants were established throughout this area to provide a waterplay area for our children. The YELP (Young Environmental Leaders Program) team worked closely with Uncle Ken Jones, a Boandik Elder who is employed for 3 hours a week to develop culture and language with all of our children.

Harmony day was celebrated with 4 guest speakers from Africa, Europe and Asia sharing their homeland stories and the experiences of immigrating to Australia. Uncle Ken conducted a smoking ceremony to celebrate NAIDOC week. Many activities were enjoyed for Reconciliation Week with students making pledges to care for our country and environment.

These were posted on a Promise Wall. The whole school attended a Peter Coombe concert, and all classes experienced other local excursions. I took 3 boys to the STEM Aboriginal Learner Conference trip in Adelaide. They were commended on their great behaviour and commitment. From this event we were fortunate to have two indigenous dancers come to our school to perform and workshop with the children. This was a great experience for our children.

Despite COVID we managed to do two Pedal Prix events. One was in Mount Gambier and the other in Adelaide. We also participated in Cows Create Careers and hosted 2 calves for 3 weeks. The children in year 5 were responsible for the rearing of the calves and one of our students received a prestigious award for his commitment to caring for the calves.

It was announced YPS was in the top 5 performing schools for Literacy and Numeracy improvement which was something that we are really proud of.

The finale for our school year was a Spring Fair held on a Friday evening. It was which a wonderful community event where record numbers attended. We had our end of year concert with music and dances learnt from Footsteps classes earlier in the term.

Governing council report

It was a shaky start to the year with Covid restrictions in full force. A Staggered start saw only the foundation/1 students at school for the first 2 weeks, with all other years learning from home. All classes returned in week 3 with ever changing covid expectations imposed on the school.

Our Governing Council continued to seek advice for the department with regards to the state of some of our buildings and after a letter was received at the very end of 2021 from the department, we as a Governing Council continue to advocate for building upgrades.

The fundraising committee were busy all year raising funds for a playground upgrade and ensuring that the school community came together for a number of events.

We spent money on upgrading several areas of the school with new floor coverings and painting. Our toilets had a refurbishment with new doors, hand dryers and a fresh coat of paint.

There were many events held at the school throughout the year that children were involved in and it is great to see so many opportunities provided for the children to participate in and learn.

The Year 6 Graduation event was held at the end of the year followed by a dinner with the children and families. The children all spoke passionately about their years at YPS, with many of them highlighting the camp with other small schools to Adelaide and Victor Harbor.

Other highlights for the year include:

Yahl's Got Talent

The 5/6 students participated in March for May, completing an 8.5km walk through Canunda National Park

The Spring Fair

End of Year Concert involving all the school

Christmas Pageant where we were involved with 3 Christmas floats

The Minister for education John Gardner visited the school for a tour and to hear about our successful Music Program.

The Japanese classes had the opportunity to have a Zoom session with a school in Japan. They practised their Japanese language skills, and the Japanese students did the same in English. The children thoroughly enjoyed the experience.

Quality improvement planning

2022 saw Yahl Primary School Early Years classroom teachers continue to use Initialit-F, Initialit-1 or Initialit-2 in their classrooms. We ensured all learners' needs were identified and subsequently any gaps in basic phonic knowledge were filled and consolidated. Children who needed extra support for Initialit were given extra support still using the program but working in smaller groups. Staff in the year 3 to 6 cohort were trained in the Spell-It Program and this is now used across those classes.

Reading has been our focus for improvement across the school and we provided Training and Development using various resources to ensure that all staff had the necessary knowledge, skills and resources. We chose to focus on guided reading throughout the year so that we could go narrow and deep with our research and practice. We used Louise Dempsey and Sheena Cameron as our instructors and based our practice on their methodology. Each staff member was given the book and we had two half day sessions watching their videos and having discussions about the content. This was done in partnership with Glenburnie Primary School, another small school near us and teachers were able to work with like year levels for discussions, planning, observations and feedback. Our Sprints were based on reading and each teacher committed to explicitly teach reading by using the gradual release of responsibility and the 4-approaches to reading. The modelling book played a big part in the routine. Most staff meetings had a reading focus but we occasionally checked in with our numeracy commitment.

We ran a Minilit reading intervention program for children in need of the extra support for success. MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children in the Early Years (Years 1 to 3). These children were regularly assessed to monitor progress. We have continued to see student growth with children in this reading intervention program. Ongoing Initialit and WARL/WARP data has allowed staff to identify children who needed to move onto the program/s throughout the year or be identified to begin in 2023. We also introduced an intervention program (Kilpatrick) which was a phonics program to support children in need of extra support. Our Literacy Coach provided us with a lot of resources to support classroom teachers and SSOs' in the area of literacy.

We have continued to explicitly teach mathematics by using the gradual release of responsibility and teaching through problem-solving (natural maths) pedagogies to achieve growth across the school.

Each teacher planned, using the scope and sequence and weekly planner to ensure students receive instruction on the mathematics curriculum content in a logical and intentional sequence.

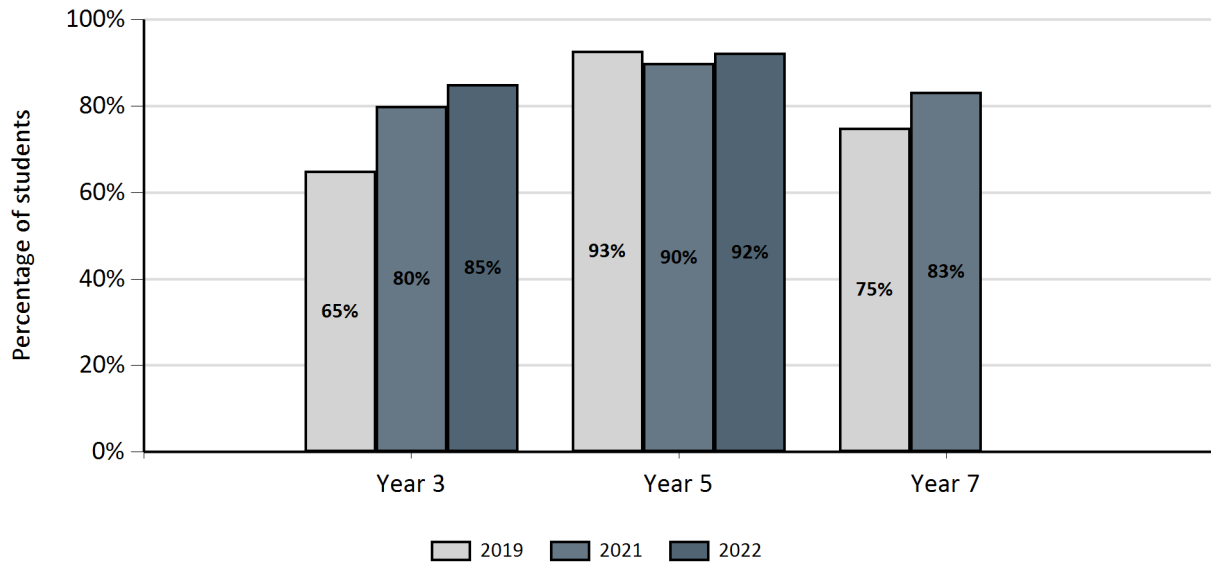
All teachers developed and shared clear learning intentions and success criteria with students and included them in classroom discussions (reflections).

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

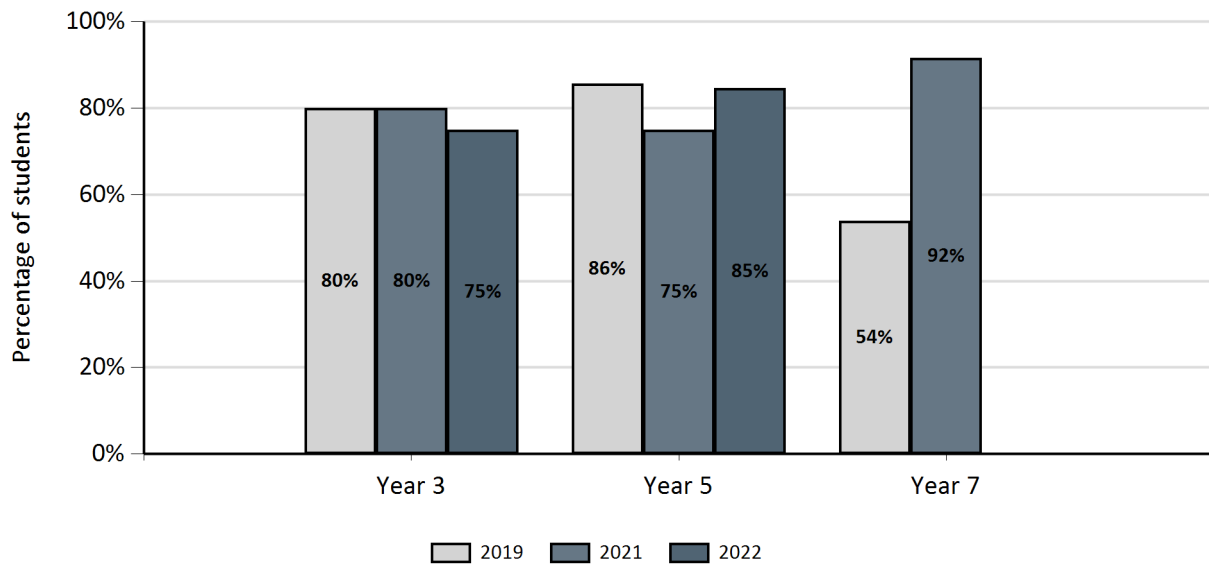


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	20	20	10	7	50%	35%
Year 03 2021-2022 Average	17.5	17.5	9.0	6.0	51%	34%
Year 05 2022	13	13	5	1	39%	8%
Year 05 2021-2022 Average	16.5	16.5	4.5	1.0	27%	6%
Year 07 2021-2022 Average	12.0	12.0	4.0	1.0	33%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

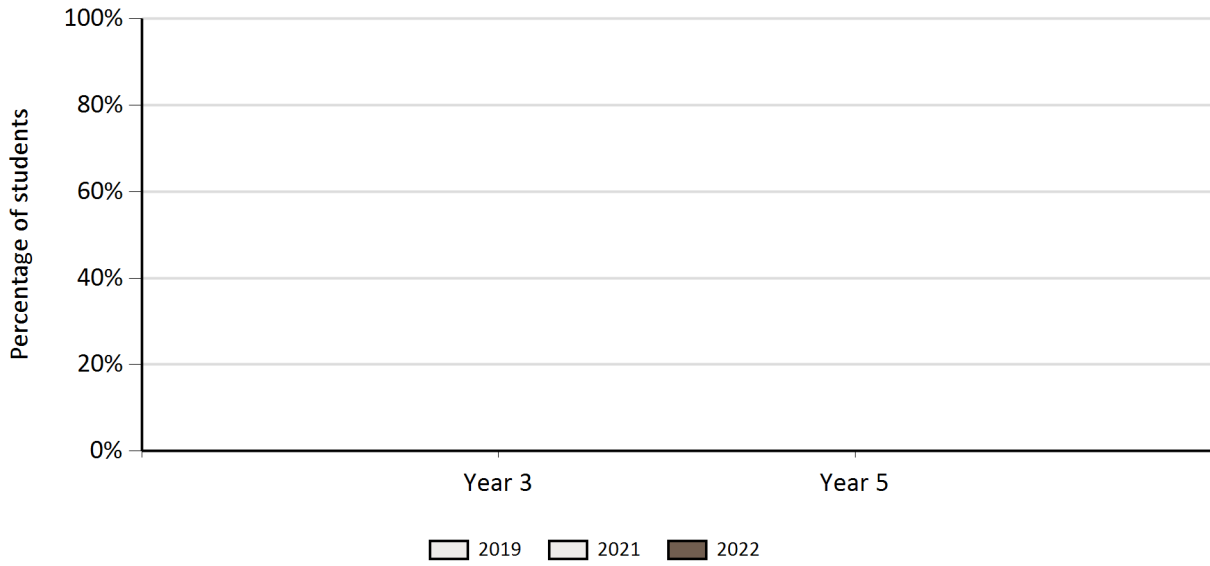
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



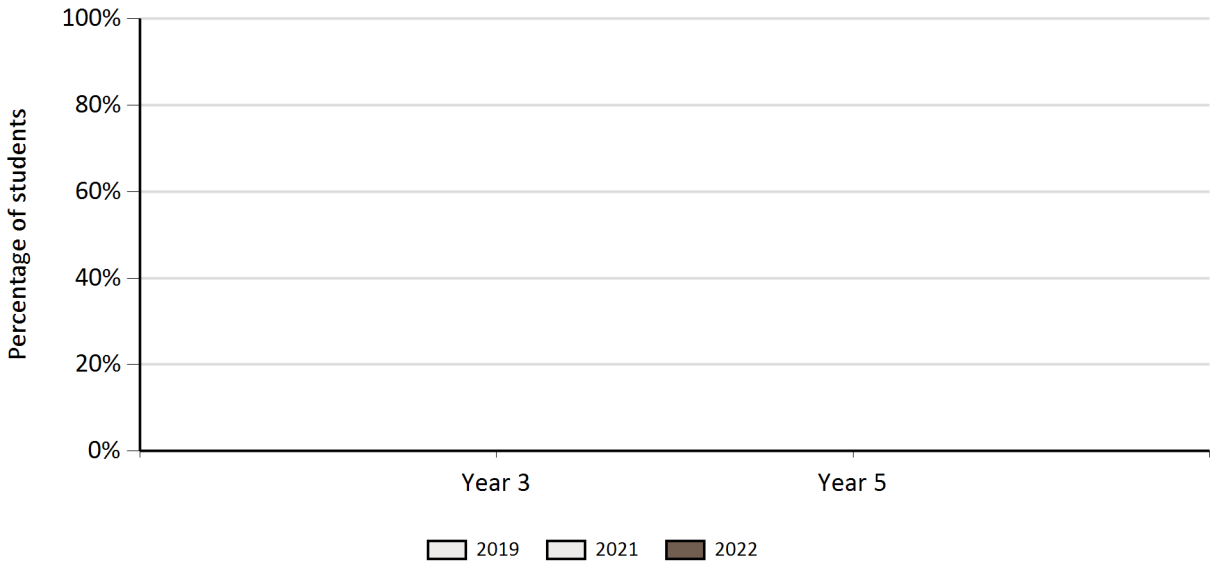
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We ensured that all aboriginal children were supported where needed in Literacy and Numeracy. Those children that required intervention to support their learning were involved in a number of wave 2 and 3 interventions in the area of literacy. Each child was tracked and regular discussions with parents and other stakeholders about their progress occurred. The children who were At or Above Standard were stretched and supported to reach challenging goals set in their One Plans.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All students made progress although our year 6 students did not make as much progress as expected. We had some pleasing results with Initialit and reading data for our Year 2 students. One student has had exceptional results for Year 2. She has shown marked growth in the Initialit reviews and retained what had been covered. This student's reading has also significantly improved with her reading now at benchmark. Another student has gone from scoring 1 in her phonics screening to now recognising all of the sounds in the initialit. program.

School performance comment

With ambitious targets set for 2022 for our year 3 cohort for Reading, we had pleasing results. We predicted that 33% of the cohort would achieve High Bands in NAPLAN and we exceeded that by 4%, having 37% in the High Bands. Our target was to have 77% meet the SEA and we had 82%.

We were equally successful with our year 5 students in NAPLAN Reading. We had a target of 16% being in the High Bands in NAPLAN and we had 29% make this level. We had 75% as our target for meeting SEA and we achieved 91%.

Of the year 4 students who sat the year 4 PAT R assessment, 76% met the SEA, exceeding our prediction by 6%.

The phonics screening check was lower than predicted with 63% meeting the SEA as opposed to the 75% predicted (7/11 children).

For Numeracy we had a target of 27% (5/18) Year 3 students achieving HB in NAPLAN numeracy. We made our target and had an increase of 8% with 6 out of 17 children achieving the High Bands.

Our target was 83% (15/18) year students to achieve SEA in NAPLAN numeracy. Our results were a little lower than that with 76% (13/17 children achieving this).

We were hoping to have 16% of children in year 5 achieve in the High Bands in NAPLAN but our results were 7% of children. We were spot on with our targets for children achieving the SEA hitting the 83% target predicted.

Yahl Primary School has become one of the top 5 performing schools in the state for Literacy and Numeracy improvement in NAPLAN this year and I believe that this is the result of having intensive Training and Development of our staff and the rigorous teaching and learning that has occurred this year. We have a very big focus on Wellbeing so that our children are ready to learn and staff are respected and valued. We work together as a team to get these pleasing results.

Attendance

Year level	2019	2020	2021	2022
Reception	90.6%	83.6%	88.9%	83.9%
Year 1	91.9%	92.7%	88.8%	84.3%
Year 2	95.7%	88.8%	94.2%	87.4%
Year 3	95.7%	95.5%	93.7%	91.7%
Year 4	94.3%	95.9%	94.6%	87.0%
Year 5	93.8%	90.9%	91.5%	85.5%
Year 6	92.6%	88.9%	91.3%	88.2%
Year 7	92.6%	92.6%	88.3%	N/A
Total	93.3%	91.2%	91.5%	87.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our Attendance is sitting at 89% which is a little lower than the previous year. Due to the large number of Covid cases that we have had at the start of the year and again later in the year, this is to be expected. We have focused on our attendance and have been relentless in ringing families to check on their wellbeing and reasons why their child/children are absent. We have been relentless with contacting our chronic Non-Attendees and this has had some significant improvement with these families.

Behaviour support comment

We have had 187 behaviour slips this year with mostly minor offences. Many of them have been around violence or threatening violence and we have dealt with the offenders accordingly. There was one suspension this year for violence. We have a Pastoral care Worker who has put a lot of energy and effort into teaching Kimochis at our school and children are becoming more in touch with their emotions and feeling as well as being able to recognise when they are in need of support. We introduced Harmony Helpers in the yard and they are the senior students. The children know that they can go to them to sort out minor issues and this reduced some of the yard behaviour.

Parent opinion survey summary

We had 32 responses to the Parent Engagement Survey and the results have reinforced for us that we are getting most things right at the school and that our school culture is positive. We have greatly improved with our communication this year and the survey reflects this. Parent opinion indicates a high level of satisfaction with the preschool, with a majority combination of agree to strongly agree responses across all four areas.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	41.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	50.0%
U - UNKNOWN	1	8.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Yahl Primary School is compliant with the current policy regarding Relevant History Checks for all staff and volunteers. Leadership and the Front Office staff ensure that documentation is sited and recorded for all volunteers who require a compliant screening check. Contractors are also required to show relevant screening documentation when asked. All staff are reminded at the beginning of the year about the requirements for volunteers working in classrooms and ensure that they comply with expectations. The excursion and camp policy dictates that all volunteers have the required documentation to attend, we are compliant with this policy and ensure that all documentation is kept on file, support is available to assist volunteers with navigating the process.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.0	0.0	3.2
Persons	0	10	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,421,448
Grants: Commonwealth	\$1,500
Parent Contributions	\$82,377
Fund Raising	\$15,601
Other	\$13,607

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Engagement with families through attendance plans, engagement with external providers and positive behavior strategies implemented across the site. The implementation of an explicit social and emotional learning program (Kimochis) saw improved peer connections for students. Staff well-being purposefully and intentionally considered; strategies implemented throughout the year to support mental health. Activities which bought the school community together to celebrate important dates in the calendar.	Improved internal staff culture survey, children attending school regularly, children understanding their feeling and emotions as well as being able to identify and talk about them. Overall, we have had improved results in meeting the SEA and more children achieving in the High Bands.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	We have various program in operation in the school to ensure that all children have the opportunity to be successful learners. Depending on the needs of the child, we find ways to support them through various programs and experiences. Quicksmart Numeracy and other Literacy programs have been continued due to their success.	We have had success with the programs offered and many of our children have had growth in their learning due to the intervention.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	We have used the Rural and Isolated funding to transport children to camps, events and on excursions around the local area. Our Aboriginal Students have had Literacy and Speech support as well as classroom support from their ACEO. We have employed an Elder for half a day a week to support our Aboriginal children with understanding the culture and experiencing the environment. Our IESP students have SSO support in the classroom as well as programs for emotional wellbeing. Quicksmart Numeracy and Life skills have been accessed by our IESP students where appropriate. All Early Years children are engaged in Initialit and other support programs	Many of our students are making progress and NAPLAN, PAT -R and M are indicative of this.
Program funding for all students	Australian Curriculum	The Literacy program Initialit has continued in the F to 2 classes and staff in the year 3 to 6 were trained in Spell-It so that we can have a consistent spelling program across the school. We have been using Teaching Sprints in Reading to implement high impact teaching strategies and differentiation. resources have been purchased to support this. we continue to monitor our Numeracy strategies and routines.	We are having very good results across the school and all areas of testing have shown this trend.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Intervention programs, extra classroom and individual support for vulnerable, struggling students who are not funded. We have used this funding to support our Aboriginal children to attend events such as Aboriginal Stem Conference. We have developed our outdoor learning areas such as building a creek, developing the areas around this and new play equipment.	Children are supported and happy and therefore attend school regularly and are in a good headspace to learn.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A