

York Public School

Annual Report



2018



4482

Introduction

The Annual Report for **2018** is provided to the community of York 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.

Ms Anne Bahnisch

Principal

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Message from the Principal

York Public School prides itself on continuing to provide quality teaching within a caring and supportive environment to encourage all students to achieve their best. The school motto 'Pride in Achievement' underpins the programs and practices of the school and supports all students to reach their potential.

The students of York Public School have participated in a variety of programs and events throughout the year. These are focused on fostering a love of learning, celebrating difference and diversity and respect for others. The aim is to develop confident, self-motivated, considerate and responsible citizens.

The school continues to have a strong focus on improvement of learning outcomes for all students, particularly in literacy and numeracy, whilst ensuring the whole child is being developed academically, socially and emotionally. Programs such as Reading Recovery and Learning Support, along with teachers' class programs ensure that teaching and learning focuses on the improvement of learning outcomes for all students whilst developing teaching skills through quality teaching.

The P&C and school community have continued to work together with the school, through their many endeavours, to raise funds for playground improvements which will benefit all students.

I would like to acknowledge the wonderful work of all the students, staff and the school community. A special thanks to the teaching and administrative staff who work so hard to ensure that all students fulfil their potential academically, socially and emotionally, leading to the maximisation of positive life outcomes.

It is my pleasure to share our achievements with you as well as to recognise the value of public education within our community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for future development.

Ms Anne Bahnisch

School background

School vision statement

At York Public School we equip students with the tools to be confident, creative and productive individuals who aspire to create opportunities as future focused learners. This is achieved through the community working together to embed a reflective and evaluative school culture based on high expectations. Through innovative practices we will lead and create a dynamic, responsive environment with high impact on student learning.

School context

York Public School has an enrolment of 550 students. The school currently has 21 mainstream classes, one Autism Support Unit and two Multi Categorical Units. York Public School currently has 26 teaching staff and 27 administrative and support staff. Teaching staff possess a broad range of experience and expertise, which enhances the quality teaching and learning environment. Teaching and non-teaching staff are held in high esteem by the members of the local community. York Public School's motto, 'Pride in Achievement,' is reflective of the strong commitment of the staff, students and parents to a cohesive, happy and successful school.

The dedicated staff delivers engaging teaching and learning programs that foster the academic, social and emotional needs of all students. There is a continual focus on integrating technology across all curriculum areas. Students are encouraged to engage in extra-curricular activities including sport, choir, drama, ukuleles, band, chess, public speaking and debating.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

In the domain of Learning, our efforts have been focused on further developing our Learning Culture, with particular efforts in providing a relevant curriculum based on evidence gained from both formative and summative assessment. All learning is data driven and teaching and learning programs show differentiation and adjustments to meet the needs of all students. Students decide on learning goals and success criteria to improve their understanding as well as to encourage them to be self motivated learners.

Teaching

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods through a collaborative approach to designing teaching and learning programs. All teaching staff are accredited as proficient and set professional learning goals to enhance their teaching and to develop a deeper understanding of curriculum. Staff participate in professional learning activities targeted to school priorities, the needs of their students and the achievement of their professional goals.

Leading

Our school maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement with a focus on student achievement. The school continues to have positive relationships both with the parent and wider communities

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

For more information about the School Excellence Framework:

Strategic Direction 1

Aspirations

Purpose

To cultivate a teaching and learning culture committed to excellence and high expectations as we strive together to create leaders of learning for greater impact on student growth.

Overall summary of progress

Classroom observations have been timetabled and conducted on a regular basis. An observation proforma has been developed, using rubrics, indicating areas for observers to comment on. Learning intentions and success criteria have been effectively embedded in Science and History programs. All teaching staff use the Australian Professional Standards for Teachers when developing their Professional Development Plan to improve their performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students in the top two bands in literacy and numeracy by 20%.	Stage planning days funded by RAM Equity and professional learning funds. QTSS funds to release executive.	2018 NAPLAN data demonstrates improved student outcomes due to improved teaching practices as evidenced through classroom observations. In 2018, 26.07% of students achieved in the top 2 bands overall, while in the two years prior a total of 18.87% achieved in these bands.
100% of teaching and learning programs reflect evidenced based practices – learning intentions, success criteria, feedback.	Casual teachers employed for stage planning days – \$13 500 from RAM equity funding Attendance at Dylan William professional learning for executive – RAM Equity funding	Collaboratively developed class teaching programs reflect evidenced based research and practices. Learning intentions, success criteria and feedback confidently embedded in all programs and classroom practices.
10% of teaching staff attaining higher levels of accreditation.	Professional Learning funds. QTSS funds	An accreditation support group has been established. 10% of the teaching staff are working towards attaining higher levels of accreditation, two at Highly Accomplished and two others at Lead.
School self assessment – Sustained and Growing in Teaching and Learning domain.	RAM Equity funds expended to release staff to engage with the School Excellence Framework.	In the Learning Domain we have moved from Delivering to Sustaining and Growing this year. In Teaching, overall we are at Delivering, however in 2 of the elements we are Sustaining and Growing.

Next Steps

In 2019 we will continue to cultivate a teaching and learning culture committed to excellence and high expectations and strive together to create leaders of learning to have a greater impact on student learning. Through professional learning, staff will engage in evidenced based practices to improve teaching and learning practices.

Strategic Direction 2

Innovation

Purpose

To stimulate curiosity in a student centred learning environment that excites, motivates and inspires students to engage in evidenced based practices differentiated and innovated for impact.

Overall summary of progress

The Fountas and Pinnell reading intervention program was initiated and this 20 week guided reading program was implemented. Classroom teachers, School Learning Support Officers (SLSOs) and support staff participated in intensive training to deliver the high quality program.

In Mathematics, an analysis of trends in data gathered from a variety of sources such as NAPLAN, PLAN and student work samples, led to the identification of basic number skills and problem solving as key areas for development.

All teaching staff have undertaken professional learning in creative and critical thinking. A scope and sequence has been developed and is embedded in English programs and evidenced in classroom observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school's value add trend across years K–3, 3–5 and 5–7 is positive.	Stage planning days Employment of SLSOs for small group work	Following the implementation of the Fountas and Pinnell program, included students growth has ranged from 4 benchmarks to 11 benchmarks.
At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	Stage planning days Fountas and Pinnel Gold and Red series – \$15000 Teacher release to review Maths teaching and learning programs	In NAPLAN 2018 26.07% of students overall achieved in the top two bands.
Tell them from me survey results show a 20% increase of students interested and motivated in learning.	Funds were expended from RAM to support staff to refine their pedagogy in Numeracy and Literacy.	80% of students stated that they enjoyed learning, in contrast to 64% from two years prior.
School self assessment – Sustained and Growing in Teaching and Learning domain.	RAM Equity funds expended to release staff to engage with the School Excellence Framework.	In the Learning Domain we have moved from Delivering to Sustaining and Growing this year. In Teaching, overall we are at Delivering, however in 2 of the elements we are Sustaining and Growing.

Next Steps

In 2019 a playgroup is to be established, as part of our transition to school program, to assist in identifying speech needs prior to students starting school. One of the goals of the Department of Education Strategic Plan is a strong start in life and learning and ultimately maximising life chances. This will provide multiple playgroup opportunities allowing us to get to know our future students better and allow for early invention.

In Mathematics, staff will continue to review current internal and external data to identify trends and areas for improvement. Professional learning in consistent teacher judgement and formative assessment will be incorporated, along with how to use the information collected to plan effective and relevant teaching and learning programs.

Teachers implementing the Fountas and Pinnell framework felt more empowered and confident with guided reading delivery and believe their pedagogy had changed for the better. The program will be expanded in 2019.

Strategic Direction 3

Impact

Purpose

To create a reflective, evaluative culture that underpins the delivery of a quality-learning environment through rigorous analysis of data and practices that evaluates our impact.

Overall summary of progress

Following professional learning, stage planning days and school development days staff have developed an increased understanding on analysis of data and formative assessment and how to use it to inform practice. Data is regularly reviewed at executive and stage level as well as across stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs reflect confident use of data to inform practices.	Stage planning days Professional learning days on Formative Assessment. QTSS funds	Data and reflective practices are embedded in all teaching and learning programs and are evident in classroom practice. Teachers are familiarising themselves with learning progressions in preparation for implementation to drive classroom programs.
100% of students articulate literacy and numeracy goals and have a clear understanding of how to improve.	Employment of SLSOs	Students can confidently articulate their learning goals, how they are progressing and how they can improve. Following initial implementation, a review was held resulting in a consistent, school wide approach for developing student goals.
Feedback is embedded in classroom practice across all settings.	Professional learning RAM Equity funding QTSS funds	3 way goal setting interviews have been completed with goals displayed within the classroom. A feedback action plan has been developed.

Next Steps

Further work in distributed leadership will continue into 2019 to enhance ownership over school directions and ensure accountability of staff. The 2018–2020 School Plan will continue to be monitored and reviewed utilising the milestones document for each strategic direction through collaboration across staff teams. Teaching staff will further develop their skills in providing accurate and appropriate feedback to students as well as assisting students to set relevant learning goals.

In 2019 the whole school focus for professional learning, along with the Jamison Learning Community, will be Visible Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	\$13 786	In 2018, two beginning teachers were given additional release from face to face time to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor who provided ongoing feedback and support. This involved the teacher mentor observing lessons, team teaching and demonstrating lessons. The mentor and beginning teachers had regular collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.
Aboriginal background loading	\$31 377	<p>Parents and carers were invited to assist in the creation or review of their child's Personalised Learning Pathway with a staff member.</p> <p>The Living Deadly program was run this year with a focus on connecting Aboriginal students to their culture.</p>
English language proficiency		
Low level adjustment for disability	\$249 111	<p>School Learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development. Extra time for Support Teachers was also funded.</p> <p>Teacher release time was funded to allow students and staff to prepare learning goals together and for staff to provide feedback to students regarding their learning.</p>
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	\$199 021	<p>This funding allowed us to participate in the Fountas and Pinnell guided reading program. Purchase of resources and release for teaching and non-teaching staff to participate in professional learning sessions.</p> <p>All staff were given additional release time to observe the teaching lessons of other staff in both Literacy and Numeracy. Staff co-operatively and collegially planned units of work whilst Executive staff provided on-going support.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	294	285	294	282
Girls	283	293	273	268

In 2018 York Public school continued with 21 mainstream classes, one Autism Support Unit and two Multi categorical units. It is anticipated that this will continue into 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.8	95.2	94
1	94	95.2	94.9	92.2
2	94.4	95	94.3	93.7
3	94.1	93.7	94.2	94.4
4	93.1	95.4	93.5	93.7
5	92.6	93.8	94.6	92.7
6	95.7	94.4	94.6	94
All Years	94	94.6	94.4	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school has a strong Attendance Policy and our data shows the average school attendance rate of 93.5% is within the state average of 93.4% as indicated above. All students are expected to attend school every day. Teachers monitor their class attendance electronically on a daily basis. The Principal and the Home School Liaison Officer (HSLO) regularly monitor the attendance of students and follow up on individual cases where there are concerns.

Class sizes

Class	Total
KM	19
KA	18
KS	19
KR	19
1/2SM	24
1W	20
1G	21
1F	20
2/3G	26
2R	24
2J	24
3L	29
3F	28
3/4G	31
4R	31
4/5G	30
5L	28
5/6R	31
5N	29
6S	28
6J	27

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.12
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	6.96

*Full Time Equivalent

The Australian Regulation 2014 requires schools to report on the Aboriginal composition of their workplace.

At York Public school there are currently no members of staff who have an Aboriginal and/or Torres Strait Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

The teaching staff at York Public School participated in a variety of professional learning workshops designed to build the capacity of staff to achieve the key strategic direction priorities as outlined in the 2018–2020 School Plan. Beginning teachers were provided opportunities to attend professional development courses to further enhance their individual classroom practice. Teachers also attended courses that supported the achievement of their individual Performance and Development Plan (PDP) goals. York Public School teachers shared their knowledge, skills and expertise by leading professional learning workshops throughout the year.

Mandatory training in child protection modules, CPR, emergency care and anaphylaxis were completed by all staff.

Staff participated in professional learning courses in Guided Reading, Writing, Providing Authentic Feedback to Students, Problem Solving in Mathematics, Creative and Critical Thinking and Formative Assessment. Staff also further developed their skills through regular stage and staff meetings, Staff Development Days, network meetings with the Jamison Community of Schools, analysing data from SCOUT reports, as well as feedback provided following classroom observations.

At the beginning of 2018 all teachers were granted the status of Proficient Teacher and will be required to maintain this level through participation in regular professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	404,538
Revenue	5,468,086
Appropriation	5,246,015
Sale of Goods and Services	10,704
Grants and Contributions	204,886
Gain and Loss	0
Other Revenue	0
Investment Income	6,482
Expenses	-5,779,978
Recurrent Expenses	-5,779,978
Employee Related	-4,902,231
Operating Expenses	-877,747
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-311,891
Balance Carried Forward	92,647

The school's financial management process and governance structures meet the financial policy and requirements of the Department of Education. Intended expenditure in 2019 includes a major playground project to continue to make our playground a safe and enjoyable place to play for all students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,698,072
Base Per Capita	113,133
Base Location	0
Other Base	3,584,939
Equity Total	485,808
Equity Aboriginal	31,377
Equity Socio economic	199,021
Equity Language	6,299
Equity Disability	249,111
Targeted Total	639,999
Other Total	205,385
Grand Total	5,029,263

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy results have substantially improved. The focussed programs initiated throughout the year have made positive impact.

Numeracy results have steadily improved due to the whole school framework for Mathematics teaching which commenced at the start of 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The *Premier's Priorities: Improving education results* was addressed through expending funds on professional learning in guided reading as well as number and problem solving in Mathematics. This year 26.07% of students, overall, achieved in the top two bands in NAPLAN.

State Priorities: Better services – Improving Aboriginal education outcomes : All Aboriginal students have identified goals they wish to achieve through the Personalised Learning Pathway process.

The percentage of Year 3 Aboriginal students in the top two bands was 15% for grammar and 30% for reading. The percentage of Year 5 students in the top two bands for spelling, grammar and punctuation is 12.5%.

There were no Aboriginal students in the top two bands for numeracy in either Year 3 or Year 5..

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. York Public School utilises a variety of sources to gather data regarding our strengths as well as areas for further development. Parents, students and staff contribute their ideas and opinions through formal meetings, informal discussions and school developed surveys.

Their responses are presented below:

- students feel proud to belong to York Public School;
- the school provides important learning opportunities (academic, social and physical) that will prepare students for the future;
- the school is highly regarded within the community;
- parents like the way they are welcomed into the school and the way the school is connected to the community;
- parents, students and teachers believed that the school consistently presents a professional image and a positive tone; and
- students, staff and parents agreed that they shared positive relationships.

Policy requirements

Aboriginal education

In 2018 Aboriginal Education was meaningfully embedded throughout the culture of York Public School, both at student and staff level. This year we ran the 'Living Deadly' program for Indigenous students. This was run by an Aboriginal group each week to improve the connection students have to their Aboriginal culture. Students participated in many varied activities with a focus on their wellbeing. During NAIDOC Week celebrations the students presented talks on inspiring women in their lives in support of the 'Because of Her' theme this year. The students were taught an Aboriginal dance and performed this at school as well as at a National Sorry Day event.

Multicultural and anti-racism education

At York Public School we celebrate and value the rich and varied backgrounds of our multicultural community. We promote an inclusive community where multiculturalism is recognised, accepted and celebrated in many programs and activities.

This year our multicultural focus was on Pacific Islanders. To support this the school ran a Pacific Islander program throughout the year by employing a Pacific Islander SLSO. Students with this particular background participated in activities which promoted their culture. This had impact across the school as all students benefitted by increasing their knowledge of Pacific Islander culture through dance performances.

During 2018 students participated in Harmony Day multicultural events promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds.

The Anti-Racism Contact Officer (ARCO) worked with teachers and students throughout the year to build understanding of cultural diversity.