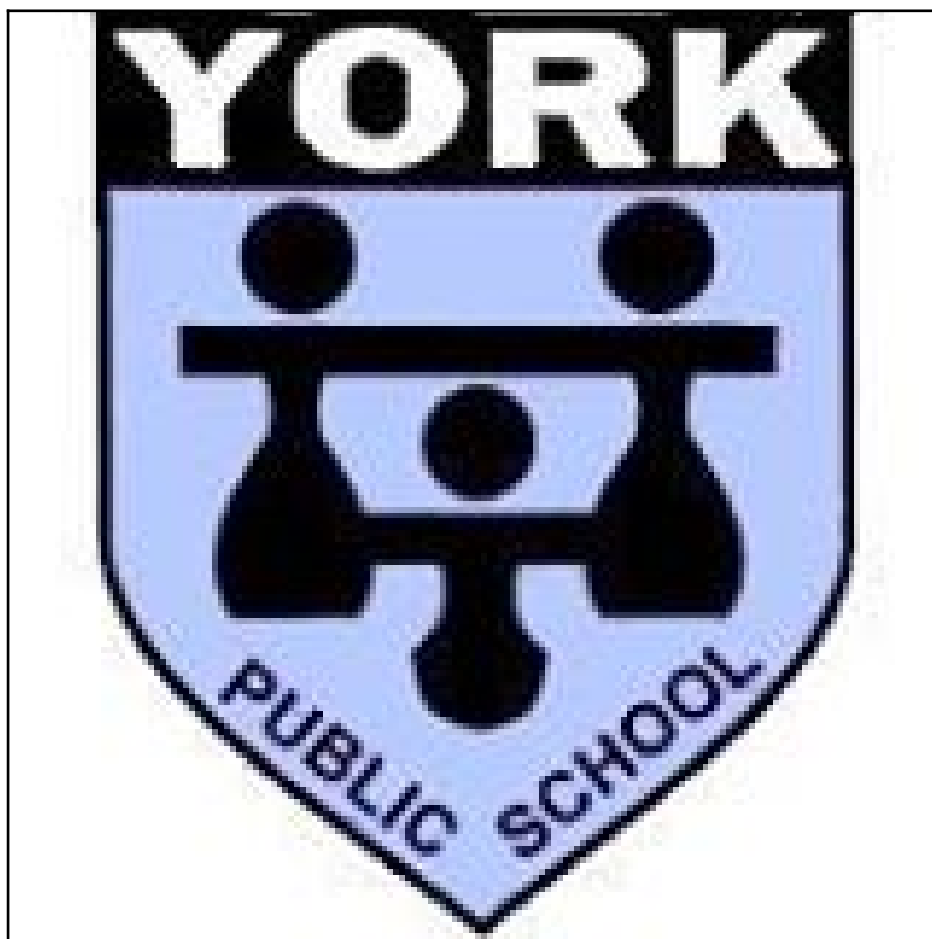


York Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

York Public School

Evan St

SOUTH PENRITH, 2750

www.york-p.schools.nsw.edu.au

york-p.school@det.nsw.edu.au

4731 6577

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

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 school plan and annual report.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase in the percentage of students in the top two bands in literacy and numeracy by 20%.

100% of teaching and learning programs reflect evidenced based practices – learning intentions, success criteria, feedback.

10% of teaching staff attaining higher levels of accreditation.

School self assessment – Sustained and Growing in Teaching and Learning domain.

Progress towards achieving improvement measures

Process 1: Professional learning is aligned with the school plan, PDPs and underpinned by evidence-based research. (*Teaching/Professional Standards/Accreditation; Teaching/Learning and Development/Professional Learning*)

Evaluation	Funds Expended (Resources)
This process has resulted in all staff being upskilled in their identified areas ensuring a competent workforce delivering data driven, differentiated teaching and learning programs reflecting best practice.	Professional Learning Funds \$21 890 Corwin Visible Learning with Community of Schools.

Process 2: The schools supports tier targeted professional development – universals, targeted and intensive. (*Teaching/Learning and Development/Collaborative Practice and feedback; Teaching/Professional Standards/Improvement of Practice*)

Evaluation	Funds Expended (Resources)
Visual Literacy team teaching occurred in Kindergarten with a focus on the Learning Pitch (adapted from the Learning Pit). James Nottingham's book was studied, through Book Club meetings, and strategies adapted and implemented. This has resulted in a common language structure being developed and drawn upon and contextually relevant posters were developed. Teacher feedback indicated that it was highly successful as the students showed positive progress. 2020 will see the mentoring of Year One teachers to continue the work. Book club not as successful as planned. Differing structuring needs to occur to ensure future success. Text read by staff involved and knowledge will be shared through future VL.	Equity Funds \$3800 in teacher release \$330 in resources.

Process 3: Equip all staff with expert knowledge of curriculum content and current research with a focus on learning intentions, success criteria, feedback and formative assessment. (*Learning/Assessment/Student Engagement; Learning/Wellbeing/Individual Learning Needs; Teaching/Effective Classroom Practice/Explicit Teaching/Feedback*)

Evaluation	Funds Expended (Resources)
Visual Literacy is incorporated into all classrooms with staff ensuring students	QTTS funds

Progress towards achieving improvement measures

are fully aware of learning intentions and success criteria. This has resulted in students who are motivated, engaged learners as they view their progress regularly. Effective feedback conversations with staff have assisted students to be aware of how they can perform better, resulting in a high percentage of students showing improvement in their understanding and knowledge of concepts taught.

\$22000 in teacher release and planning time.

Process 4: The school supports teachers seeking accreditation at all levels – proficient, highly accomplished and lead. *(Teaching/Professional Standards/Accreditation/Literacy and Numeracy Focus; Teaching/Learning and Development/Coaching and Mentoring)*

Evaluation	Funds Expended (Resources)
<p>Google drive has been established which has ensured the provision of an easy access platform for updates and sharing of quality practices between staff.</p> <p>Many staff have taken up opportunities to participate in a variety of avenues for further development with the aim of seeking accreditation at the appropriate level. These include The Principal's Credential, executive coaching and mentoring and the Aspiring Assistant Principal Mentoring Program.</p> <p>2 beginning teachers have submitted their accreditation documents for Proficient Teacher, while another 2 teachers will submit documents in Term 1 2020.</p> <p>The willingness to participate in these activities has resulted in a team of professional staff with a focus on developing themselves and others and being fully supported by the school.</p>	<p>Beginning Teacher allocation \$17000</p>

Process 5: The school makes strategic use of partnerships with families, local businesses, universities and the Jamison Learning Community for the purpose of improving student outcomes. *(Leading/Educational Leadership/Community Engagement)*

Evaluation	Funds Expended (Resources)
<p>Positive relationships have been further developed with local pre-schools as well as schools within the Jamison Learning Community. This has enabled effective transition programs to be implemented throughout the year to better prepare 2020 Kindergarten and Year 7 students for the continuation of their learning journey.</p> <p>Continued professional learning focussing on Visual Learning was attended by all staff along with the Jamison Learning Community. Deep dialogue shared in Community of Schools Visible Learning meetings allowed learning to occur from and with each other while sharing examples of practices.</p>	<p>Professional Learning Funds \$18 000</p> <p>Equity Funds \$5000</p>

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.

Improvement Measures

The school's value add trend across years K–3, 3–5 and 5–7 is positive.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Tell them from the survey results show a 20% increase of students interested and motivated in learning.

School self assessment – Sustained and Growing in Teaching and Learning domain.

Progress towards achieving improvement measures

Process 1: Project based learning evident in 2 classrooms differentiated to meet the needs of all students.
(Learning/Wellbeing/ Individual Learning Needs; Learning/Curriculum/Differentiation)

Evaluation	Funds Expended (Resources)
<p>Our Critical and Creative Thinking in writing has improved and has led to more creative writers across the school using dispositions.</p> <p>90 per cent of student met growth targets on PAT testing.</p> <p>Students in open classroom have made more than one year's growth. Effect sizes calculated using PAT tests and Visible Learning Progress Tools.</p> <p>This has resulted, overall, in improved learning outcomes for students across the KLAs.</p>	<p>Maths pre– post testing</p> <p>PAT ACER test \$2000</p> <p>QTTS \$22000</p>

Process 2: All teachers revisit and reflect on the professional learning in critical and creative thinking (2018), technology and future focused learning environments. New teachers undertake the online course. (Teaching/Learning and Development/Professional Learning/Expertise and innovation).

Evaluation	Funds Expended (Resources)
<p>Following PL on Critical and Creative Thinking (2018) staff have implemented the Scope and Sequence which was collaboratively devised. This has led to students displaying increased ability and this is evidenced in their writing.</p> <p>Observation rounds, through reciprocal visits to and from other schools, have further developed staff knowledge on best practice when including CCT into teaching. Participation in these informative rounds has resulted in staff becoming more familiar when including CCT into planning and are achieving success in the classroom.</p>	<p>QTSS Funding</p>

Process 3: Equip all teachers with a deep understanding of the elements of a quality teaching environment linking to Quantifying Numbers in Progressions. (Teaching/Effective Classroom Practice/Classroom Management/Lesson Planning)

Evaluation	Funds Expended (Resources)
<p>Maths pre and post testing proved great results for Stage 1. In 2020 all stages will participate in this program. Very successful and presented at a Teach Meet that York PS held in Sept 2019.</p>	<p>\$15000 QTTS</p> <p>\$7000 socio-economic</p>

Progress towards achieving improvement measures

Staff have linked progressions in each stage to Maths assessments and have confidently shared this with the rest of the staff. This has resulted in staff using accurate information when programming differentiated, future lessons.

A data room, as a visual representation, is to be set up in early 2020 to put faces on the data and link with the progressions.

Process 4: All teachers use Evidence Based Teaching : They embed current research of Learning intentions, success criteria and feedback in classroom practices. (*Teaching/Effective Classroom Practice /Feedback /Classroom Management*)

Evaluation	Funds Expended (Resources)
Visual Literacy is incorporated into all classrooms with staff ensuring students are fully aware of learning intentions and success criteria. This has led to students being motivated, engaged learners as they view their progress regularly. Effective feedback conversations with staff have assisted students to be aware of how they can perform better, resulting in a high percentage of students showing improvement in their understanding and knowledge of concepts taught.	Equity Funds socio– economic \$19000

Process 5: Teachers have a solid understanding in teaching guided reading and differentiate lessons to meet individual needs. (*Learning/Wellbeing/Individual Learning needs*)

Evaluation	Funds Expended (Resources)
<p>The success of the Fountas and Pinnell program in 2018, has resulted in the inclusion of students in Years 1–5 this year. Following implementation across the school a positive impact on both state and school learning outcomes has resulted.</p> <p>State results indicate whole school NAPLAN targets have been met in Reading and Writing.</p> <p>School data indicates that all students have moved a minimum of 2 benchmarks after 10 weeks, with over 60 percent moving between 4 and 8 benchmark points.</p>	<p>PAT Testing \$2000</p> <p>SLSO's from equity funding \$205 000</p> <p>Literacy and Numeracy operational initiatives</p> <p>\$17 154</p>

Process 6: The school supports teachers to trial innovative or evidence–based, future–focused practices. (*Learning/Curriculum/Curriculum Provision; Teaching/Learning and Development/Expertise and Innovation*)

Evaluation	Funds Expended (Resources)
<p>A scope and sequence has been developed and implemented, which also linked relevant resources to units of work.</p> <p>A CCT planning day with the Community of Schools resulted in a program for Writing developed and implemented across the school. Writing targets have been met as a result.</p> <p>Students show an enhanced ability to write a narrative expressed in coding.</p>	<p>Teacher Release for Professional Learning</p> <p>QTTS \$ 15 200</p> <p>Staff attendance at EduTech Conference</p> <p>\$3000</p>

Process 7: The school supports a creative approach to the use of the physical environment to optimise learning. (*Leading/SchoolResources/Facilities*)

Evaluation	Funds Expended (Resources)
Computer Science room redesigned as a future focussed learning centre.	Equity Funding

Progress towards achieving improvement measures

This has proven to be a success with a greater number of students and teachers accessing equipment and developing skills.

Teachers confidently implement PBL/ Futures Learning in Year 2 classroom with a new repertoire of skills.

socio—economic \$16000 furniture fit out

socio—economic \$22 000 laptop upgrade

(for students)

Process 8: The school engages in effective partnerships with organisations, other schools and businesses to inspire, motivate and improve student outcomes.

(Expertise and Innovation)

Evaluation	Funds Expended (Resources)
Identified kindergarten students screened and a relevant speech program implemented utilising community businesses. This successful program resulted in improved receptive and expressive language in those students participating.	Speech Assessment Tool \$500 SLSO/ university student \$28 000 employed at 0.2 local Speech Pathologist \$12 000

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.

Improvement Measures

100% of teaching and learning programs reflect confident use of data to inform practices.

100% of students articulate literacy and numeracy goals and have a clear understanding of how to improve.

Feedback is embedded in classroom practice across all settings.

Progress towards achieving improvement measures

Process 1: Whole school reflective and evaluative culture firmly established. Stage meetings aligned to drive ongoing improvement of teaching and learning and consistency across the school. *(Teaching/ Effective Classroom Practice/Lesson Planning; Leading/School Planning, Implementation and Reporting)*

Evaluation	Funds Expended (Resources)
Data compiled and analysed proved useful in determining content for scope and sequences. Scope and Sequences are aligned to the learning needs of students and provide clear and consistent understanding of the syllabus document. This has resulted in a structure that ensures all key ideas and content descriptors are taught throughout all stages.	Professional learning funds \$3000 ACER PAT Testing PL Data Literacy online course QTTS for teacher release \$8000

Process 2: Teachers have an expert knowledge of their students and use this to differentiate learning, assessment and teaching practices. *(Teaching/Data Skills and Use/Data use in teaching)*

Evaluation	Funds Expended (Resources)
School services provided professional development for whole staff on the English syllabus and targeted professional development to all stages on the progressions and PLAN2 resulting in staff confidently and accurately entering data to inform future teaching.	Professional Learning provided by School Services QTSS funds for teacher release \$8000

Process 3: Teachers demonstrate confidence in analysing internal and external school data to inform practices and set future learning goals for students. *(Teaching/Data Skills and Use/Data Literacy/Data Analysis)*

Evaluation	Funds Expended (Resources)
Data collected provided baseline data for students to identify learning goals in consultation with teachers. Reviewing these goals throughout the year allowed students to reflect on their progress and identify their next steps. This has resulted in students taking more responsibility for their learning with a greater understanding of their learning needs.	Equity funds utilised for teacher release \$ 6500 PAT ACER Wellbeing test K-6 \$800 subscription

Process 4: Teachers provide regular feedback to students, teachers and parents on goals, progress towards goals and how they can support their child's progress. *(Learning/Reporting/Parent Engagement; Teaching/Learning and Development/Collaborative Practice and Feedback)*

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Regular feedback and conversations between students and their teachers has resulted in students understanding what their learning goals are, how to achieve their goals and the success criteria used to identify when the goal has been attained.

Process 5: Students reflect on progress of goals and report on these in half yearly and yearly report.
(*Learning/Reporting/Students Reports; Teaching/Data Skills and Use/Data use in Planning*)

Evaluation	Funds Expended (Resources)
Following feedback from teachers, students were able to accurately comment on the progress of their learning goals as part of their semester reports. Parents, therefore, were well informed of their child's learning goals and the next steps. This has resulted in students gaining knowledge of learning intentions and the success criteria required.	

Process 6: Teacher have an expert knowledge of standards and school excellence framework and use these to enhance individual and collective impact. (*Teaching/Professional Standards/Improvement of Practice/Accreditation*)

Evaluation	Funds Expended (Resources)
Professional learning on the School Excellence Framework has upskilled staff and they are now more familiar with the domains of Teaching and Learning. All teaching staff PDPs are linked to the Professional Standards for Teachers as well as the School Plan. All teachers are engaging with E-TAMS and logging their professional learning hours. This knowledge has resulted in teachers being more aware of the School Plan and the priorities identified.	QTTS \$8000

Process 7: Instructional rounds improve teaching and develop the leadership capacities of leaders within the school. (*Teaching/Learning and Development/Collaborative Practice and Feedback/Coaching and Mentoring*)

Evaluation	Funds Expended (Resources)
Data collection, observations and feedback were all positive aspects of the observational rounds to refine learning opportunities to ensure improved student outcomes for all students. This also resulted in the identification of areas of professional learning required across the school, stages or individuals.	QTTS \$18 000

Process 8: Students know and can articulate where they are at and what they need to do to improve.
(*Learning/Curriculum/Differentiation; Learning/Assessment/Student Engagement*)

Evaluation	Funds Expended (Resources)
Learning walks proved to be an important strategy to observe teaching practice and provide feedback. This has resulted in a valuable avenue to inform both professional practice and target professional learning for all staff.	QTTS \$ 12 000

Process 9: Refine and improve school wide practices to enhance student wellbeing and engagement in learning. (*Leading/Educational Leadership/Community Engagement*)

Evaluation	Funds Expended (Resources)
Peer Support sessions conducted weekly in term 2 resulted in Year 6 students taking the opportunity to put their training into practice, while	Peer Support Australia \$2500

Progress towards achieving improvement measures

enhancing student engagement across the school. All students were fully engaged in the well being aspect of the Peer Support program.

Teacher Release for planning
and student training \$3000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36 886	<p>Following the implementation of cultural groups, a mural was painted by a local Aboriginal artist which allowed Aboriginal students to connect to their culture and enabled non-Aboriginal students to further develop their awareness of Aboriginal culture.</p> <p>All Aboriginal students identified their learning and cultural goals when developing their PLP.</p>
English language proficiency	\$7 234	<p>Identified students worked both within the classroom and/or in small or individual withdrawal groups with the EAL/D teacher. Students have shown their ability to participate in classroom learning more readily as their conversation language is developing.</p>
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 1.0	<p>QTSS staffing allocation was utilised to fund professional learning in Visual Learning through teacher release.</p>
Socio-economic background	\$204 864	<p>The employment of a Speech Pathologist and a SLSO has impacted positively on the speech of identified students. By the end of the program, 75% of the included students were age appropriate for their speech.</p> <p>Employment of 6 SLSO's to support reading Fountas and Pinnell group intervention. Improved students reading results. Improved teacher capacity to deliver quality teaching lessons. This resulted in a consistent approach to teaching reading Year 1–5, and above average growth for student in reading, 2019 NAPLAN results.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	285	294	282	273
Girls	293	273	268	281

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.2	94	92.5
1	95.2	94.9	92.2	92.2
2	95	94.3	93.7	92.4
3	93.7	94.2	94.4	93.4
4	95.4	93.5	93.7	93.1
5	93.8	94.6	92.7	92.1
6	94.4	94.6	94	90.8
All Years	94.6	94.4	93.5	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.06
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	7.06

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	92,647
Revenue	5,707,947
Appropriation	5,499,027
Sale of Goods and Services	9,068
Grants and contributions	198,047
Investment income	1,806
Expenses	-5,832,836
Employee related	-5,231,439
Operating expenses	-601,396
Surplus / deficit for the year	-124,889

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.

	2019 Approved SBA (\$)
Targeted Total	705,991
Equity Total	516,810
Equity - Aboriginal	36,886
Equity - Socio-economic	204,864
Equity - Language	7,234
Equity - Disability	267,826
Base Total	3,742,573
Base - Per Capita	133,289
Base - Location	0
Base - Other	3,609,284
Other Total	342,477
Grand Total	5,307,850

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

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. 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.

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 is always looking for ways to improve what we do in our core business. We constantly talk to our parents and community, students and staff to determine our strengths and areas for further development. The school always welcomes feedback on activities and programs.

In 2019, 185 students in Years 4, 5 and 6 completed the Tell Them From Me survey. Formal and informal discussions, parent meetings, staff meetings and anecdotal evidence were utilised to collect data from parents and staff.

Student results are as follows:

- 88% of students indicated they enjoyed positive relationships while at school;
- 93% participate in a variety of extra curricular opportunities at school e.g. drumming, choir, band ukulele;
- on the whole, students at York Public School value schooling, indicating that what they are learning at school is directly related to their long term success which, in turn, is reflected in their positive behaviour at school; and
- students feel classroom instruction is well–organised, with a clear purpose and with feedback that helps them learn.

Staff results are as follows:

- teachers believe they are successful in using strategies to build an inclusive school environment where all students are known, valued and cared for;
- staff agree there is a positive learning culture within the school by setting clear expectations for classroom behaviour and understanding the particular learning needs of students; and
- making strong links between new concepts and previous student knowledge is seen as a strength by staff, along with creating safe learning environments.

Parent results are as follows:

- parents believe the school supports learning and positive behaviour;
- parents engage in parent teacher interviews to gather information regarding their child/children's progress; and
- there is a strong agreement that the variety of extra curricular activities at the school continue to keep their child/children engaged as well as motivated.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.