

2020 Annual Report

York Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Working towards Delivering
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)
Staff completed team version of VL School Matrix in Visible Teaching and Learning and Effective Feedback. The matrix evaluated aligned systems and practices indicating if the VL strands were commonplace and systematically embedded or not established practice yet. Overall many of the VL strands existed in pockets but were not systematic. This has resulted in students able to identify their own learning goals and be provided with effective feedback to judge their learning against success criteria. This will continue into 2021 to embed learning intentions, success criteria and feedback into every classroom to ensure students have a deep understanding of what they are learning, why they are learning it and to what extent they have been successful.	CMM time

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)
Review indicated areas for improvement and timeline for completion of intervention (Term 1 2021)	In school meeting with 2x IL and 4x SLSOs.

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)
As a result of the instructional leader for writing working in the Stage 1, 2 and 3 classes, a consistent, best practice approach has been developed and consistency across the six classes maintained. Feedback and formative assessment were the focus areas. As a result teachers developed a variety	Instructional leader

Progress towards achieving improvement measures

of feedback strategies to give students individualised feedback, and a digital marking rubric created for CTJ.

Instructional Leader in mathematics continues to develop a K-6 approach to using formative assessment to drive instruction using targeted teaching. IL has worked with all stages throughout weekly Case Management sessions to discuss and track the growth of every single student in the school. IL worked shoulder to shoulder with targeted year groups throughout 2020 in classrooms to demonstrate how to differentiate instruction through purposeful teaching.

Classroom teachers dabbled with learning intentions and success criteria in both writing and mathematics. This will need to be refined and explored further in 2021.

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)
Final accreditation report and supporting evidence will be submitted	

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)
Due to current Covid 19 restrictions this initiative has been carried into 2021.	Aboriginal Artist \$7000k

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)
As a part of our situational analysis we identified the need to establish this priority into 2021-2024 Strategic Improvement plan. This will need to be further researched and strategically sequenced into the next plan. The basics of Project Based Learning has been established in only 2 of the year 2 classrooms out of the 24 classes in our school. PBL in these 2 classrooms has been highly successful with the staff and students reporting high engagement in lessons in surveys. However, the reading and numeracy results in this class have been similar to those in the traditional year 2 class taught at our school. It is noted that it has only been 2 years since we have started the PBL year 2 classes and so an additional year is needed to gain more insight into comparable data on student growth in these PBL classes.	Classroom Furniture, set up and PL for new teacher uptake.

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)
Postponed- After reflection it was decided that student voice needed to be more prevalent in development and implementation of Learning Dispositions. Student voice systems to be developed for student leadership as per situational analysis.	

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)
Teachers know exactly where their students are at and use quality teaching strategies and data to inform future teaching to enable students to progress to the next level.	

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)

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Further development and professional learning is required around the writing of learning intentions and success criteria for most staff. In 2021 our focus will be on how to write a LISC and what the K-6 expectation is. This will allow for greater consistency across the school.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

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)
The quality teaching in reading has been upscaled considerably with 100% of teachers now reporting they feel confident in delivering quality teaching lessons in guided reading, compared with 35% of teachers 3 years ago. The Student Voice Project reported a 30% increase in students reporting higher engagement in our reading lessons at York PS. Our overall reading results have been impacted by COVID. We have 78% of our school at expected benchmarking levels. We have an intensive COVID reading plan in place for 2021, which will target the 22 % of students that have not achieved expected benchmarks.	Fountas and Pinnell guided reading books

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)
Was SeeSaw as a reporting system to parents successful? Our Situational Analysis has proven the SeeSaw trial to be very successful. Following discussions with our P &C, SeeSaw has been incorporated as a SIP activity and will form part of our reporting processes to parents from 2021. Professional learning for all staff will be provided early in 2021 and this is planned to be distributed to whole school community.	

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

Evaluation	Funds Expended (Resources)
In Terms 1 and 2, staff were engaged in providing effective learning from home programs to ensure students learning continued throughout the COVID-19 pandemic. The use of learning spaces in the physical environment in a more creative way will be a focus in 2021.	

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)
After 3 years of working on the targeted speech program with kindergarten students, we cannot see a significant improvement with overall speech in kindergarten. The investment can be spent on more specific programs. Looking at the data in our Situational Analysis, it has proven more beneficial to have a trained SLSO working with targeted students on phonic programs.	Year total in \$18000 spent on SLSO support in kindergarten rooms to support reading and phonemic awareness after COVID impacted on kindergarten cohort learning to read.

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)
The school has developed and implemented a number of practices that has enhanced a reflective school culture. The facilitation of case management meetings and structured stage meetings have provided consistency and support for staff to review and evaluate current practices. During remote learning, teachers reflected on current teaching practices to address how quality teaching could be consistently delivered on a digital platform. Reflective and evaluative practices will continue to be developed and included in professional dialogue across the school and the wider community.	

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)
Positive student relationships are a major contributing factor to positive learning outcomes. All staff take the time to learn about their students on both a personal and academic level. Through the use of school base assessments, external testing, work samples and the school based pre and post assessments, the staff develop a detailed picture of the students and their learning needs. From this knowledge they are able to differentiate the learning tasks to allow all students to access the curriculum equally and achieve the highest possible learning outcomes. This is achieved using a variety of strategies and small group interventions.	

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)
HPGE will be included in the 2021-2014 School Improvement Plan. Targeted teachers access and engage in ACER PAT professional learning to build their skills in the analysis, interpretation and use of student progress and achievement data. Staff participated in professional learning, which provided them with the skills to analyse student data on an individual, class	

Progress towards achieving improvement measures

and stage base. Teachers use this data to inform future practice.

The school executive regularly uses student progress and achievement data to guide decisions when implementing reading and numeracy programs. The staff has confidently engaged in case management meetings on a fortnightly cycle. Teachers confidently demonstrate the ability to cross reference internal school pre and post test data in numeracy against external check in tests. Professional conversations during case management afforded stages the opportunity to engage in teacher judgement activities to promote a more consistent approach to assessing student progress.

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)
<p>As a result of more parents engaging with the Skoolbag app throughout the year, information received in real time allowed a well informed community. This has increased the level of communication between parents and teachers. To further support this, York Public School is moving towards using the SENTRAL parent messaging portal in 2021. As a result the school will be moving towards being paperless as parents interact with the SENTRAL portal. The introduction of SeeSaw in 2021 will enrich the process of providing regular feedback to parents and support the new digital reporting initiative.. Staff will undergo professional development in both the technology and reporting aspects.</p> <p>As covid interrupted many of the plans for 2020, they have been moved forward to 2021. A working party will work on digital reporting, digital programming and student digital portfolios.</p>	

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)
<p>Student goal setting was suspended in 2020. The processes involved were unsuccessful due a number of conditions. Covid 19 and remote learning interrupted the process and students were unable to develop goals based on their learning, as learning took a digital and book pack format. Conversations could not take place and goals could not be set. An in-depth review of the process showed us that before students could set meaningful and attainable learning goals, they required a deeper understanding of the characteristics involved in learning and to develop intrinsic learning dispositions. The development of learning dispositions became an area to be developed as a result of the 2020 situational analysis. It has been designated as strategic direction 3 in the 2021-2024 Strategic Improvement Plan</p>	

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)
<p>The School Excellence Framework and the Teaching standards are consistently aligned to all professional learning activities. Teachers add their teacher identified learning and activities to their NESA profile and match these activities to the standards. Staff have aligned the SEF elements and teaching standards to their PDP's. Teachers displayed their knowledge of the SEF when developing the 2020 situational analysis and the 2021-2024 Strategic Improvement Plan. Teachers will upload data sets to provide</p>	

Progress towards achieving improvement measures

evidence to support the validation of the school's on-balance judgments in the upcoming 2022 external validation.

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)
<p>Instructional rounds were suspended due to covid. The professional learning was completed and the participating teachers gained deep knowledge and understanding of the Quality Teaching Framework. Throughout the remote learning period, stage 2 teachers further investigated the elements and dimensions in the framework and the connection to best practice teaching.</p> <p>Teachers unpacked the Quality Teaching Framework to ensure it is incorporated in all teaching and learning programs providing a basis for the provision of quality education. This resulted in staff continually reflecting on and analysing current teaching practice.</p>	

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)
<p>The research of Dylan William and John Hattie, informed the direction of Visible Learning. Staff engaged in extensive professional learning focusing on formative assessment. Staff also investigated the practice of 'Learning Intentions' and 'Success Criteria'. This led to students understanding and acknowledging the purpose and direction of lessons. Through explicit teaching and reflective discussion, students developed skills to use the learning intentions and success criteria to determine where they are at and what they need to do to improve their learning. Students are able to articulate the characteristics needed to be included in learning tasks. Students are supported in this process, by the use of exemplars or 'what a good one looks like' providing a visual representation of a quality task. Students were provided with clear expectations and received timely and informative feedback.</p>	

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)
<p>Due to the social distancing regulations, a number of the well-being initiatives were suspended until 2021.</p> <p>Remote learning provided students with an opportunity to work from home and interact with their teachers and peers on a digital platform. Student well-being was a focus, as teachers built firm relationships with their students through virtual lessons and meetings.</p> <p>Peer support, SRC, student leadership, student voice and extra curricula activities planned for this cycle have been escalated to the 2021 school year. Plans have been formulated and skill and professional development have been implemented to empower staff to confidentially facilitate activities to enhance well-being and student engagement.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	\$12 250	Funding was utilised to provide ongoing Instructional leadership (IL) in the classrooms, where the IL worked shoulder to shoulder with teachers to improve practice. Staff participated in regular lesson observation and feedback sessions, creating an authentic space for professional dialogue. This has resulted in staff sharing knowledge, experience and resources to ensure improved practice resulting in high student engagement and improvement. Funding was also used to release new scheme teachers and their mentors for mentoring.
Aboriginal background loading	\$47 473	Professional learning increased teacher awareness and developed a deeper understanding about Aboriginal people and their culture. Parents and carers were invited to assist in the creation or review of their child's Personalised Learning Pathway with a staff member. Student goals were identified and students' worked towards meeting the goals.
English language proficiency	\$31 999	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.
Low level adjustment for disability	\$264 043	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. 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.
Quality Teaching, Successful Students (QTSS)		QTSS staffing allocation was utilised to fund professional learning in Visual Learning through teacher release. Staff were released to observe their peers implementing lessons. This resulted in all staff upskilled in learning intentions, success criteria and providing effective feedback.
Socio-economic background	\$230 808	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. 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.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	294	282	273	282
Girls	273	268	281	270

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	94	92.5	94.2
1	94.9	92.2	92.2	93.1
2	94.3	93.7	92.4	93.6
3	94.2	94.4	93.4	92.7
4	93.5	93.7	93.1	94.2
5	94.6	92.7	92.1	93.7
6	94.6	94	90.8	92.8
All Years	94.4	93.5	92.3	93.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	23.15
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	8.06

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	-32,242
Revenue	5,829,447
Appropriation	5,744,695
Sale of Goods and Services	10,763
Grants and contributions	73,431
Investment income	58
Other revenue	500
Expenses	-5,808,918
Employee related	-5,265,606
Operating expenses	-543,312
Surplus / deficit for the year	20,529
Closing Balance	-11,713

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.

	2020 Approved SBA (\$)
Targeted Total	88,433
Equity Total	574,324
Equity - Aboriginal	47,473
Equity - Socio-economic	230,808
Equity - Language	31,999
Equity - Disability	264,043
Base Total	4,621,283
Base - Per Capita	137,583
Base - Location	0
Base - Other	4,483,700
Other Total	323,934
Grand Total	5,607,974

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 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.