

# 2021 Annual Report

## York Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

At York Public we strive towards excellence in teaching and learning by ensuring every student, every teacher and every leader improve every year. We are committed to driving a learning culture which encompasses evaluative and evidence informed practices, engages and challenges all learners to reach their potential in a safe and supportive learning environment. Learning will be a partnership where student voice and agency is at the centre of all decision making aimed at enriching our young people to become confident, resilient, self directed and successful learners.

## School context

York Public School is located in South Penrith and has a current enrolment of 526 students, including 54 Aboriginal students, 49 students from an English as an Additional Language or Dialect (EAL/D) and a support unit, consisting of 4 classes, catering for students with a disability. The school has established strong relationships with the parent community and is well connected to local community services. It is known as having a welcoming, accepting school environment.

The school priorities are: Growth and Attainment; Dispositions for learning; Evidence based practices support the well-being of all students.

The school fosters a strong well being, there are extensive extra-curricular opportunities provided which are valued by students, parents and staff. These activities include, Sport, Chess, Robotics Creative Arts, Drum Beat, Ukuleles group, York School Band, Art club, Choir and Debating which enable our students to excel through a range of different experiences.

The school's staffing entitlement in 2021 is 35 teaching staff and 16 non-teaching staff. The school also employs two Instructional leaders from school funds. 20% of our staff are in their early career as teachers. The school culture is that of connectedness, inclusion and belonging of all students, staff, parents and the wider community working together to promote the school.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and a need for our students to develop resilience in their learning to become risk takers. Through the NAPLAN gap analysis the school has identified system-negotiated targets in Reading and Numeracy.

We are working on developing quality summative and formative assessment tasks and data collection practices. We also have planned a simpler and more meaningful reporting system, introducing SeeSaw to our community, in order for parents and caregivers to receive timely feedback on their children's progress. Using a Case Management approach with pre and post assessments, we assess the impact of our teaching. Students who do not show growth are referred to the Learning and Support team. Continual monitoring of student performance data will determine areas of need and success.

Our school funds two Instructional Leader positions ( numeracy and reading), to support evidence informed teaching practices with our school community and across our Jamison Learning Community. Our Community of Schools incorporates Jamsionstown PS, Penrith South PS and Jamison HS. We meet regularly to work together in order to enhance the outcomes of our students.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Student learning outcomes in reading and numeracy will be improved through the development, delivery and sustainment of whole school processes for collecting, analysing, using and sharing data. Evidence informed strategies and reflective practices will support the implementation of relevant and meaningful curriculum provision for every student.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Spelling

### Resources allocated to this strategic direction

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**Socio-economic background:** \$187,451.00

**COVID ILSP:** \$246,324.52

**Low level adjustment for disability:** \$89,029.01

**Aboriginal background:** \$56,737.47

**Literacy and numeracy:** \$16,723.58

**:** \$89,246.16

**Refugee Student Support:** \$763.05

**English language proficiency:** \$48,408.34

**School support allocation (principal support):** \$29,208.16

**QTSS release:** \$80,500.76

**Literacy and numeracy intervention:** \$67,223.74

### Summary of progress

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#### Literacy

In modelled reading the school focused on evidence informed teaching practices to explicitly teach the skills and strategies needed to improve reading comprehension. The leadership team used student data to identify this need and conducted lesson observations across the whole school to evaluate classroom practice. Comprehension teaching strategies to improve student learning outcomes was at the forefront of all decisions.

This resulted in teaching and learning programs being adapted to align with best practice by embedding quality teaching of modelled reading. The teaching and learning activities, using quality texts, were more aligned to individual student needs. Student learning outcomes showed improvement in vocabulary and fluency, which in turn improved comprehension.

In 2022, staff will work towards establishing a process to provide feedback on the implementation of teaching and learning programs to address any gaps in student learning. The focus for the whole school, was to create a spelling program that embedded a systematic synthetic phonic order to improve student learning in spelling (encoding). A Spelling Focus Team was created to investigate activities that had maximum impact. Through research and collaboration a whole school program was written with a focus weekly phoneme, varying in complexity and number of graphemes as the learners progress through the school. As a result, all staff now program consistently.

#### Numeracy

The focus for 2021 in mathematics was based around differentiating instruction to cater for the diverse learning needs of students. Implementing both formative and summative assessments became a key factor in using data to inform classroom practice. Teachers were able to effectively analyse student data to group learners according to needs. Skills and strategies were explicitly taught in small groups providing students with opportunities and time to check their understanding.

Teachers participated collaboratively in fortnightly case management meetings to analyse impact on student learning. This gave teachers an opportunity to engage with particular learning areas and understand which students responded better to different teaching approaches in the classroom. To assist with achieving school targets small group interventions were implemented. QuickSmart numeracy was introduced to Year 4 and Bump it Up was introduced to Years 2 and 4. Working in small groups allowed students to gain proficiency and understanding in a well-structured and

supportive environment.

Next year student assessment data will continue to be analysed to address any gaps in learning. This will support further improvement in teaching practice across the school.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
1.56% uplift (system-negotiated target baseline) of students perform in top two (or equivalent) NAPLAN bands in reading  Learning Domain  Element: Curriculum - Sustaining and Growing  Teaching Domain  Element: Effective Classroom Practice - Sustaining and Growing	Lower bound targets for reading have been met and pleasingly the school is on a strong trajectory towards reaching the upper bound target of 41.2% with the school achieving 40.14%.  Self - assessment against the School Excellence Framework (SEF) shows our school is performing at Sustaining and Growing in the element of Curriculum focusing on the themes of Curriculum Provision and Differentiation within the Learning Domain.  On balance, judgement aligned with the SEF has been assessed at Sustaining and Growing in the element of Effective Classroom Practice. focusing on the themes of Lesson Planning and Explicit Teaching within the Teaching Domain.
1.3% uplift (system-negotiated target baseline) of students perform in top two (or equivalent) NAPLAN bands in numeracy	The school was 1% below the lower bound target but pleasingly the school is on a strong positive trajectory achieving stronger growth than expected.
0.68% uplift of students achieve expected growth in NAPLAN reading (system-negotiated target baseline)	The growth for reading was 55.38% the school is working towards the lower bound target.
0.71% uplift of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline)	The growth for numeracy is 55.56% the school is working towards the lower bound target.

### Purpose

In order to actively build student autonomy, we will use evidence informed strategies and embed evaluative practices to develop and sustain whole school processes that ensure students have the transferable skills and competencies that will enable them to thrive in the future world of work and be thoughtful, global citizens.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Wide Behaviour Management
- Student Engagement and Advocacy
- Student and Family Engagement for the Aboriginal and Torres Straight Islander Community

### Resources allocated to this strategic direction

**QTSS release:** \$8,300.00

**:** \$3,600.00

**Aboriginal background:** \$17,600.00

### Summary of progress

The school adopted a research informed practice to improve student progress in attendance, wellbeing and family engagement. To support this work existing practices were evaluated through reflecting on surveys, focus group discussions and behaviour data. The school's focus team then engaged in an audit of available evidence informed research and practice. It was determined that Dr Marvin Marshall and Choice Theory met the needs of our school. The focus team engaged in high impact professional learning. Their capacity was built in order to support teams across the school. The school implemented the first iteration of the processes to support School Wide Behaviour Management. In 2022 the school will fully implement the new behaviour policy, reflection room, and school-wide reward system.

Within Student Engagement and Advocacy, attendance was highlighted both as a school focus and a system negotiated target. Communication through the Sentral parent portal ensured systematic weekly monitoring of school wide attendance data and increased student attendance rates were recognised at weekly assemblies. Attendance data walls were established as part of case management and this process proved to be very positive and will continue on 2022 to ensure the school continues to progress in achieving the attendance target.

Aboriginal education was a core focus across the school and as a result of strong community engagement our Aboriginal and Torres Straight Islander community were supported through a consultative processes and regularly invited to the school to participate in partnered learning. As a result, a steering committee was established across the Community of Schools responsible for facilitating the implementation of the 'Walking Together, Working Together' partnership agreement. This strengthened transition programs for Aboriginal and Torres Straight Islander students from preschool to Kindergarten and Year 6 into Year 7. The program flourished during 2021 bringing together over 70 Aboriginal families to share and learn together. Part of the professional learning entailed all staff to participate in professional learning on Aboriginal Histories and Culture, Languages and the Arts. This focus will continue to be prioritised in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student Well Being will have an uplift of 5.2% measured against the Tell Them From Survey. Across	The complexity and the impact of Covid-19, the school has not only maintained but has continued on a positive trajectory.
Advocacy at School - 3.3% uplift	Advocacy at School 0.2% uplift the school
Expectations for Success - 5.2% uplift	Expectations for Success 0.5% uplift
Sense of Belonging - 11.63% uplift	Sense of Belonging 1% uplift

SEF Element - Well being consolidated at Sustaining and Growing	Self assessment against the SEF indicates the school currently performing at Sustaining and Growing in the element of wellbeing.
An increased percentage of students attending school above 90% of the time. (85%)	In 2021, the number of students attending greater than 90% of the time decreased by 8%. The school will continue to have an attendance focus in place to improve student progress in this area in 2022.



## Strategic Direction 3: Student Learning Dispositions

### Purpose

To develop characteristics which enable students become autonomous and intrinsic learners, students will be situated at the core of their learning. The development of learning dispositions will provide students with the strategies to build their learning power.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative approach to teaching and learning practices
- Visible Learning

### Resources allocated to this strategic direction

: \$0.00

**Professional learning:** \$7,751.76

**Socio-economic background:** \$1,041.78

**QTSS release:** \$2,083.56

### Summary of progress

Through fortnightly sessions staff were engaged in a cycle of sustained and deep professional learning facilitated by school based Instructional Leader/s. Sessions focused on extending teachers knowledge and understanding of Visible Learning practices with the key strategy being collaboratively developing, implementing and reflecting upon effective pedagogical approaches with particular focus on The Language of Learning, Development of Learning Dispositions, Learning Intentions and Success Criteria and Assessment of Learning.

Sessions were designed to provide opportunities for staff to reflect upon research on 'what works best' and their own practice leading to the setting of collaborative and personal goals. Through powerful professional learning, teaching practice was deepened and a whole school approach was developed for the implementation of Learning Intentions and Success Criteria allowing consistency K-6 for students in knowing what they are learning and how they can be successful supporting their progress and achievement. Through collaboratively designed strategies, there is now a consistent Language of Learning and understanding of Learning Dispositions (Mind Muscles) K-6, which will be built on in 2022 through the introduction of The Learning Pit across the school and the launch of YPS Mind Muscles. Additionally, teachers have begun to incorporate greater formative assessment into their repertoire which has supported the giving of quality feedback that is personalised and timely and focuses on moving student learning forward. 2022 focuses will continue to be feedback and activating students as instructional resources for each other.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will achieve at Delivering for the themes Feedback and Explicit Teaching in the element of Effective Classroom Practice in the School Excellence Framework.	Pleasingly the school self assessed and validated at Delivering in the themes of Explicit Teaching and Feedback. as reflected through the visible learning practices in the school.
The school will achieve at Sustaining and Growing for the themes Collaborative Practice and Feedback and Professional Learning in the element of Learning and Development in the School Excellence Framework.	Pleasingly the school self assessed and validated at Sustaining and Growing in the themes of Collaborative Practice and Feedback and Professional Learning in the School Excellence Framework as reflected through our high impact professional learning on visible learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell reading groups intervention</li> </ul> <p>Phonics program.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students reaching IEP goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Successful intervention will roll over to continue support.</p>
<p>Integration funding support</p> <p>\$88,433.00</p>	<p>Integration funding support (IFS) allocations support eligible students at York Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Social skills program</li> </ul> <p>Reading Intervention</p> <p>Maths - explicit teaching of syllabus outcomes and content from their age-appropriate stage.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increased understanding and fluency in mathematics for high need students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of social skills, reading and maths programs into 2022.</p>
<p>Socio-economic background</p> <p>\$239,829.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at York Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Reading</li> <li>• Numeracy</li> <li>• Spelling</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement maths groups to support identified students with additional needs</li> <li>• professional development of staff through QuickSmart maths to support</li> </ul>

<p>Socio-economic background</p> <p>\$239,829.24</p>	<p>student learning</p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Numeracy NAPLAN results above state and statistically similar school groups (SSSG)  Year 3 NAPLAN Reading above and SSSG and state  Year 5 demonstrated a major lift in Writing from a raw score 384 in 2018 to 438 in 2021 above state and SSSG average.  Year 3 NAPLAN Numeracy above SSSG  Numeracy NAPLAN results achieving above statistically similar school groups (SSSG)  Year 3 and 5 NAPLAN Reading above SSSG  Year 5 demonstrated a major lift in Writing from a raw score 450 in 2019 to 485 in 2021  Year 3 Grammar and Punctuation above SSG  Year 3 Spelling above SSSG</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The next steps to support students will be to continue to engage the literacy and numeracy mentor. Data shows that attendance rates for students in this equity cohort is improving. Next year, the school will employ an instructional leader.</p>
<p>Aboriginal background</p> <p>\$74,337.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at York Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student and Family Engagement for the Aboriginal and Torres Strait Islander Community</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Teachers being upskilled in learning about our local Dharug Country. Ninety percent of our Aboriginal community are involved in conversations regarding the Walking Together, Working Together, Partnership Agreement. The JLC (Jamison Learning Community) project was awarded a Secretary's commendation for an outstanding school initiative.</p> <p>Targeted reading and numeracy groups for Aboriginal students resulted in 92 percent of student attained their PLP goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The next steps are to support teachers and the Aboriginal community to learn about Dharug Country, in order to devise a Year 6 Localised Aboriginal curriculum to empower students, teachers and community to learn about local Aboriginal culture.  Engaging a teacher to deliver support to Aboriginal students to target literacy and numeracy outcomes identified in PLP's (Personalised Learning Pathways).</p>
<p>English language proficiency</p> <p>\$48,408.34</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at York Public School.</p>

<p>English language proficiency</p> <p>\$48,408.34</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO's and teachers to implement Fountas and Pinnell reading program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Small group reading intervention programs and social skills programs. Using Heggertys for phonics and Fountas and Pinnell for reading groups and vocabulary building resulted in improved learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next step is to provide ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Literacy and numeracy</p> <p>\$16,723.58</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at York Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy.</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in [program name]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 82% of students K-6 have expected growth in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Benchmarking at end of each term will continue into 2022 and be used to inform next level in reading and target gaps in learning.</p>
<p>QTSS release</p> <p>\$95,084.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at York Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• School Wide Behaviour Management</li> <li>• Visible Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Steady increase in our NAPLAN results towards meeting our School Targets. This intensive approach has resulted in engagement in learning.</p>

<p>QTSS release</p> <p>\$95,084.32</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing support of observational rounds, to further provide feedback to teachers on explicit teaching and programming adjustments. In 2022 engagement of additional teaching staff will continue to extend intensive small group reading intervention programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,223.74</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at York Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All teachers have completed professional learning are implementing new strategies and sharing new ideas. Met lower bound targets in maths.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, continue to engage additional teaching staff using other flexible funding to extend intensive small group mathematics intervention programs.</p>
<p>COVID ILSP</p> <p>\$246,324.52</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Ninety six percent of the students in the both literacy and numeracy groups achieved significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Low level adjustment for disability</p> <p>\$268,417.81</p>	<p>Low level adjustment for disability equity loading provides support for students at York Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$268,417.81</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. in numeracy , writing and spelling .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 the school will provide additional support and training for teachers and SLSO's to target identified gaps in student outcomes.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	282	273	282	260
Girls	268	281	270	256

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92.5	94.2	93.4
1	92.2	92.2	93.1	93.1
2	93.7	92.4	93.6	93.5
3	94.4	93.4	92.7	93.8
4	93.7	93.1	94.2	91.7
5	92.7	92.1	93.7	92.6
6	94	90.8	92.8	92.2
All Years	93.5	92.3	93.5	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	20.99
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	7.96

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	-11,713
<b>Revenue</b>	5,961,354
Appropriation	5,838,757
Sale of Goods and Services	10,646
Grants and contributions	111,094
Investment income	58
Other revenue	800
<b>Expenses</b>	-5,829,319
Employee related	-5,255,751
Operating expenses	-573,567
<b>Surplus / deficit for the year</b>	132,036
<b>Closing Balance</b>	120,322

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	84,888
<b>Equity Total</b>	612,351
Equity - Aboriginal	56,737
Equity - Socio-economic	238,787
Equity - Language	48,408
Equity - Disability	268,418
<b>Base Total</b>	4,445,961
Base - Per Capita	142,013
Base - Location	0
Base - Other	4,303,948
<b>Other Total</b>	320,374
<b>Grand Total</b>	5,463,574

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](https://myschool.edu.au) to access the school data.

## 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

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.