

2022 Annual Report

York Public School



4482

Introduction

The Annual Report for 2022 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

York Public School

Evan St

SOUTH PENRITH, 2750

<https://york-p.schools.nsw.gov.au>

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

4731 6577

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 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	2022 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

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

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.

- Numeracy
- Reading
- Spelling

Resources allocated to this strategic direction

Literacy and numeracy: \$16,723.58

English language proficiency: \$44,330.41

Low level adjustment for disability: \$219,873.60

Professional learning: \$34,463.24

Socio-economic background: \$215,548.71

Literacy and numeracy intervention: \$60,333.53

Summary of progress

Literacy

In group (guided) reading, the school focussed on evidence informed practice professional learning (PL) for staff which was delivered by LaTrobe University with Pamela Snow, based on the Science of Reading (SoR) research. Whole school reading programs have been created taking into account any new learning and current evidence and research. All staff, including Student Learning and Support Officers (SLSOs), have received support in implementing these programs. Assessment practices have been created, such as fluency screening, that align with the new curriculum reform and form a base for supporting teacher judgement, adaptive practices and point of need teaching. Resources have been purchased (phonetically controlled books, SPARKLE SoR kits) to support the implementation of the new structure of reading and new syllabus requirements. NAPLAN data indicated the percentage of students in the bottom two bands has reduced, shifting them into the middle two bands.

In spelling, the whole school program that embedded a systematic synthetic phonic order has been adapted and revisited. The executive and representatives from each stage group have embarked on research based on "The Logic of English" ready to include into the current revised program. The focus weekly phoneme, using the Department of Education grapheme-phoneme correspondences (GPC) instructional sequence as a guide, varying in complexity and number of graphemes as the learner's progress through the school is still relevant. There is planned PL for 2023 on best practice for teaching spelling using the 'rules'. NAPLAN data has indicated an upward trend by 7% in the top two bands over the last 4 years.

Focus on this target has resulted in students with a better understanding of the phonetic code, greater understanding of the systematic phonics approach and fluency skills in line with suggested DoE outlines.

The impact of this initiative has been a deeper understanding by all staff (teachers and SLSOs) of the way forward in teaching all learners how to decode and encode successfully and with meaning. It has been noted that there has been growth in the students' ability to comprehend what is read due to an increase in automaticity and fluency, as evidenced in data collected and analysed from the screener. The focus for 2023 will be on the implementation of the new K-2 English syllabus. The focus is also to raise awareness of curriculum reform in Years 3-6.

Numeracy

The focus for 2022 in mathematics was based around differentiating instruction to cater for the diverse learning needs of students. Formative and summative assessments were used to provide data for classroom teachers to track student growth. Teachers were able to effectively analyse student data to group learners according to their learning needs. Students were taught in small groups to allow for explicit direct instruction based on the targeted needs of students. Summative assessments gave classroom teachers the opportunity to track individual student growth.

Teachers collaboratively analysed the impact on student learning in whole school staff meetings and results were graphed for each grade. Resources were shared by all staff to assist with catering for the diverse learning needs of their students. In 2022, programming also focussed on providing students with the opportunity to 'do mathematics' and to 'be mathematicians' by using the skills and strategies learnt in small group instruction through the provision of rich tasks and mathematical investigations.

QuickSmart numeracy is a program used to further develop students' ability to instantly recall number facts using the four operations. Students in Year 4 were identified and worked in pairs with a tutor on a structured program based on their point of need. QuickSmart was implemented for identified students through internal school data and teacher recommendations in Year 4. Bump it Up was continued in 2022 for Years 2 and 4. Working in small groups and having explicit instruction allowed students to become more fluent in knowing number facts using the four operations and to gain understanding of problem-solving strategies in a well-structured and supportive environment. School data collected has indicated a higher percentage of students have achieved stage-based outcomes. **Do you have the percentage of students that achieved the stage based outcomes?** Focus on this target has resulted in strong structures and processes in place for adaptive teaching and explicit instruction across all classrooms.

In 2023 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. The focus for 2023 will also be on the implementation of the new K-2 Mathematics syllabus and to raise awareness of curriculum reform in Years 3-6.

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
Improvement measures Achievement of 2022 system-negotiated targets: • Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7.78% from the baseline.	• NAPLAN data indicated 35% of students are in the top two bands for reading demonstrating progress yet to be achieved for this system negotiated target.
Improvement measures Achievement of 2022 system-negotiated targets: • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.47% from the baseline	• NAPLAN data indicated 17% of students are in the top two bands numeracy demonstrating progress yet to be achieved for this system negotiated target.
Achievement of 2022 system-negotiated targets • Top 2 bands (or equivalent) NAPLAN reading increase (uplift) 12.8%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • However, research based on the Science of Reading program indicates strong growth in classroom practice in the teaching of phonics and fluency.
Achievement of 2022 system-negotiated targets • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) 11.5%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • However, whole school (K-6) formative and summative assessment results indicate strong growth in number and algebra which has been influenced by the introduction of adaptive teaching practices and tracking the growth of each individual student..
Improvement measures Achievement of 2022 system-negotiated targets: • Increase proportion of Aboriginal students achieving top 3 NAPLAN bands in numeracy.	• Across Year 3 58% of Aboriginal students and 34% in Year 5 achieved the top 3 bands in Numeracy.
Improvement measures	• 100% of Year 5 Aboriginal students and 63% of Year 3 Aboriginal students achieved top 3 NAPLAN bands in reading.

Achievement of 2022 system-negotiated targets:

- Increase proportion of Aboriginal students achieving top 3 NAPLAN bands in reading.

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.

- Whole School Behaviour Management
- Student Engagement and Attendance
- Student and Family Engagement for the Aboriginal and Torres Strait Islander Community

Resources allocated to this strategic direction

Per capita: \$136,467.25

Aboriginal background: \$51,003.00

Summary of progress

Whole School Behaviour Management

A review of the the behaviour management policy was initiated in early 2022 with data indicating that most negative incidents occurred during transition times and unstructured parts of the day. As a result of this, two passive play areas were created. The review also identified the need to consider an alternate program to address the emerging and changing social and emotional needs of students through the implementation of a positive system of rewards and awards.. Following research into different programs, Choice Theory, was selected as an appropriate and suitable program to implement at York Public School. Choice Theory presents a positive model of thinking and aims to encourage students to take responsibility for their own behaviour by recognising positive behaviour as "above the line" and negative behaviour as "below the line". Five staff members attended a four-day professional learning course which provided in-depth training in Choice Theory along with implementation procedures and processes. Through the provision of release time, trained staff members worked collaboratively to devise a plan of action to implement Choice Theory. In term 1 2023, further staff will be trained and by early term 2 all staff will be trained in Choice Theory. A trial of the program will be implemented in term 2, followed by a review and adjustments made, if necessary. The new behaviour management program will be fully implemented from Term 3.

Student Engagement and Attendance

In 2022, the focus for York Public School was to improve attendance and develop programs to address the social emotional needs of students. In Term 1, analysis of 2021 attendance data indicated the school target was not met for students attending greater than 90% of the time. The school developed systems and processes for all staff to follow to ensure close monitoring and tracking student attendance. An attendance coordinator position was created to oversee the management of student attendance. The attendance coordinator regularly met with families of identified students and collaboratively developed Attendance Improvement Plans indicating strategies to ensure students attend school regularly. Discussions were also held with students and their families to build their knowledge around their responsibility and the importance of attending school every day. The development of attendance improvement plans includes specific responsibilities for the student, their families and the school. Following implementation of the plan, monitoring took place every two weeks. As improvements continued to increase, positive attendance was regularly acknowledged through awards and rewards. Following meetings with parents, it became evident that they did not have a clear understanding of their responsibilities with their child's attendance. The impact of this initiative has been an uplift in student attendance following family engagement in meetings as parents are now more aware of their responsibilities. Attendance data is below expected target due to Covid-19 restrictions and mandated isolation rules. Improved attendance has increased student engagement and developed a more positive environment where students have reported an increase in belonging. In 2023, continuous monitoring of attendance data for all students will be a regular progress through the Week 3, 6 and 9 attendance reports. When required, meetings will be held with parents.

Student and Family Engagement for the Aboriginal and Torres Strait Islander Community

The Jamison Learning Community (York PS, Penrith South PS, Jamisontown PS and Jamison HS) combined to improve the engagement of Aboriginal students and their families. A welcome BBQ was held to provide opportunities for the Aboriginal communities to come together across the four schools. Following this, key stakeholders formed a working

committee to formulate and brainstorm ideas to engage the Aboriginal communities across the schools. An Aboriginal artwork was designed in consultation with the combined Aboriginal community portraying each school's totem and the connectiveness to the community across the schools. This artwork is proudly displayed in each school. The impact of this initiative has been, a combined schools acknowledgement of country was developed and included at assemblies and formal occasions. A Dharug language program, a dance program and alternate processes for the development of personalised learning plans were devised with support from Western Sydney University and Jamison High School Aboriginal students and trialled across the Jamison Learning Community. In 2023 the community of schools will display the acknowledgement of country. Each school will review the trial programs and make adjustments, if necessary, to be fully implemented across all schools from Term 2.

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
Sense of Belonging will have an uplift of 6.2% as measured against the Tell Them From Survey.	Tell Them From Me data indicated an uplift of 5.9% in the area of Sense of Belonging. Tell Them From Me data indicates 78.97% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Demonstrating progress yet to be seen toward the lower bound system negotiated target of 89.20%
SEF Element - Well being consolidated at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.
An increase of 3% of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 27.79%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.

Strategic Direction 3: Student Learning Dispositions

Purpose

To develop characteristics which enable students to 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

QTSS release: \$110,898.77

Summary of progress

A collaborative approach to teaching and learning practices

Teachers have continued to develop effective teaching and learning practices to develop students' critical and creative thinking skills. Through the introduction and regular use of thinking routines, students have become familiar with and fluent in the use of a variety of these routines. 100% of teachers confidently included thinking routines in classroom programs and in units of work across History, Geography, and modelled reading, to scaffold student thinking and continue to develop students' critical and creative thinking skills. A larger repertoire of thinking routines will continue to be developed in 2023, to be used across a wider range of Key Learning Areas and learning experiences. Resources for the use of Creative Crunches were developed and introduced to teachers through professional learning sessions. These were used within classrooms as lesson breaks, part of morning routines or as a resource to supplement the development of critical and creative thinking skills. Teachers monitored students' critical and creative thinking skills by tracking student progress on the learning continuum. Data collected indicates that the monitored students moved along the continuum. The impact of this initiative is reflected in improved teacher practice and observed in the classroom through positive motivation and increased student ability to use a range of thinking strategies to solve problems to support learning. In 2023, with further professional learning and teacher observations, students' ability to use critical and creative thinking skills will be enhanced.

Visible Learning

By embedding high-quality learning intentions and success criteria (LISC) into classroom programs teachers have been able to continue to develop assessment-capable visible learners. Data collected from learning walks indicated that classroom teachers were regularly displaying LISC and referring to them during lessons. However, students were not able to consistently articulate their learning, nor consistently refer to success criteria to identify the next steps for their learning. Further development of these skills and strategies to support student learning will be continued in 2023.

Staff collaboratively designed, launched and embedded our first Mind Muscle known as ROCA (resourceful, optimistic, courageous, adaptable) resilience. To embed the language of learning associated with ROCA several strategies were implemented around the school. These strategies included whole-school writing provocations, skits at whole-school assemblies and a display board showcasing students' work relating to resilience. These strategies have assisted students to identify resilience in themselves and others. Students are beginning to formulate plans to encourage resilience in individuals, small groups and classes of students. The 2023 focus will be to embed ROCA further amongst the school community and to introduce our next Mind Muscle, RITA (respect, integrity, trust and acceptance) responsible.

To build on the language of learning from the Mind Muscles, the learning pit principle and growth mindset posters were introduced. Teachers were immersed in professional learning and demonstration lessons to develop confidence in implementing and using consistent language across the school. Data collected from targeted questioning and observations indicate that students and teachers are using the growth mindset posters effectively in their classrooms. The results also indicate the positive effect these messages have had on students' perception and willingness to complete challenging tasks. Data collected from targeted questioning, Google forms and observations indicate that students and teachers are further developing their ability to use the language of the learning pit effectively. Further professional learning and demonstration lessons will be conducted in 2023 to continue to strengthen students, teachers and the school community's understanding.

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 consolidate 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.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing for the themes Collaborative Practice and Feedback and Professional Learning in the element of Learning and Development.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering for the themes Feedback and Explicit Teaching in the element of Effective Classroom Practice.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional teacher to work with student in small groups. <p>The allocation of this funding has resulted in the following impact: EALD Learning Progressions indicate improved results in all four areas. Reading Level 1 to level 3 Listening level 1 to level 5 Writing level B3 to level 3 Speaking level 1 to level 3.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teacher to provide assistance within the classroom setting.</p>
<p>Integration funding support</p> <p>\$93,696.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All identified students have shown growth in literacy as evidenced in Check-in Assessment and school data.</p> <p>After evaluation, the next steps to support our students will be: Funding will be utilised to continue to employ School Learning Support Officers (SLSO) to work with identified students.</p>
<p>Socio-economic background</p> <p>\$215,548.71</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff on maths curriculum to support teacher knowledge and practice. • employment of additional staff as Instructional Leaders to support curriculum implementation. <p>The allocation of this funding has resulted in the following impact: Teachers have developed deep knowledge and skills around curriculum reform with K-2 staff confident to implement the new Mathematics syllabus</p>

<p>Socio-economic background</p> <p>\$215,548.71</p>	<p>in 2023. Professional learning has enhanced teacher practice in the explicit teaching of mathematics, as evidenced through classroom observations and professional discussions. Differentiated small group and individual programs accurately addressed student learning needs.</p> <p>Numeracy NAPLAN results equal to state and statistically similar school groups (SSSG)</p> <p>35.04% of students across Years 3 achieved in the top two bands in NAPLAN reading.</p> <p>Year 3 NAPLAN Reading above SSSG.</p> <p>Year 3 NAPLAN Numeracy above SSSG</p> <p>Numeracy NAPLAN results achieving above Statistically Similar School Groups (SSSG)</p> <p>Year 5 NAPLAN Reading above SSSG</p> <p>Year 3 and Year 5 Writing results achieved above SSSG</p> <p>Year 3 Grammar, Punctuation and Spelling above SSSG</p> <p>After evaluation, the next steps to support our students will be: Further develop teachers skills through on-going PL and to raise awareness of the 3-6 Mathematics curriculum ready for implementation in 2024.</p>
<p>Aboriginal background</p> <p>\$51,003.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student and Family Engagement for the Aboriginal and Torres Strait Islander Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: All Aboriginal students collaboratively developed Personalised Learning Pathways and achieved goals for 2022. Aboriginal students and their families have become more involved with the school through attending functions as well as contributing to formulate and brainstorm ideas to engage the Aboriginal communities across the schools.. Aboriginal students have shown an improved engagement with school and increased attendance.</p> <p>NAPLAN data for Year 5 Aboriginal students indicates achievement at state average for numeracy and above state average in reading.</p> <p>After evaluation, the next steps to support our students will be: Funding will be used to continue to explore more effective ways to develop PLPs, implement Aboriginal dance lessons as well as building on student's knowledge of the local Dharug Aboriginal language.</p>
<p>English language proficiency</p> <p>\$44,330.41</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$44,330.41</p>	<p>The allocation of this funding has resulted in the following impact: Targeted students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. This is enabling greater access to the curriculum and increase engagement for targeted students..</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to work with targeted students.</p>
<p>Professional learning</p> <p>\$34,463.24</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at York Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaged extra staff to provide professional learning on Science of Reading to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. <p>The allocation of this funding has resulted in the following impact: K-2 teachers have been upskilled in preparation for implementation of new K-2 curriculum in 2023. All staff confidently implement structured modelled, interactive, guided and independent reading programs to address student needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support in classrooms and professional learning sessions for all staff.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in professional learning. <p>The allocation of this funding has resulted in the following impact: Teachers have developed further knowledge in Formative Assessment practices, authentic data collection and in-depth data analysis.</p> <p>After evaluation, the next steps to support our students will be: The employment of APCI to work collaboratively with all teachers.</p>
<p>QTSS release</p> <p>\$110,898.77</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative approach to teaching and learning practices

<p>QTSS release</p> <p>\$110,898.77</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All staff include Learning Intentions Success Criteria and Feedback (LISC) in English and maths programs as evidenced in classrooms through Learning Walks and Talks.</p> <p>After evaluation, the next steps to support our students will be: Continue to embed LISC and feedback in new curriculum programs. Observations rounds will be implemented.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom SLSO's to provide intensive learning support for students requiring additional support, focusing on numeracy <p>The allocation of this funding has resulted in the following impact: Data analysis indicated targeted students have shown improvement from initial assessment.</p> <p>After evaluation, the next steps to support our students will be: APCI will train SLSO's in the implementation of targeted numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$234,247.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of extra teachers and SLSOs to deliver small group tuition • providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact: All targeted students showed improvement as evidenced in school data and PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide intensive small group support for targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$262,207.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy

<p>Low level adjustment for disability</p> <p>\$262,207.15</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Additional LaST and teacher intervention for targeted students in literacy and numeracy has resulted in more students receiving additional support through smaller groupings and an improvement in student achievement in these areas Targeted students achieved their Personalised Learning and Support Plan goals as evidenced in school data and PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ learning and support teacher and school learning and support officers to support targeted students. Funding will be used to release teachers and SLSO's to work with Assistant Principal Curriculum and Instruction (APCI) to analyse data and deliver targeted programs to meet identified student needs.</p>
--	---

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	273	282	260	266
Girls	281	270	256	238

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	94.2	93.4	86.4
1	92.2	93.1	93.1	87.7
2	92.4	93.6	93.5	86.7
3	93.4	92.7	93.8	88.9
4	93.1	94.2	91.7	86.7
5	92.1	93.7	92.6	85.3
6	90.8	92.8	92.2	85.5
All Years	92.3	93.5	92.8	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	20.98
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	8.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	48,662
Revenue	6,333,954
Appropriation	6,149,968
Sale of Goods and Services	11,455
Grants and contributions	171,213
Investment income	1,319
Expenses	-6,280,761
Employee related	-5,437,524
Operating expenses	-843,237
Surplus / deficit for the year	53,193
Closing Balance	101,855

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.

	2022 SBAR Adjustments (\$)
Targeted Total	94,384
Equity Total	573,089
Equity - Aboriginal	51,003
Equity - Socio-economic	215,549
Equity - Language	44,330
Equity - Disability	262,207
Base Total	4,618,021
Base - Per Capita	136,467
Base - Location	0
Base - Other	4,481,554
Other Total	358,587
Grand Total	5,644,081

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.

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 2022, 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:

- 91% of students indicated they enjoyed positive relationships while at school.
- 75% participate in a variety of extracurricular 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 clear learning intentions with feedback that helps them learn.

Staff results are as follows:

- 100 % teachers believe they are successful in using strategies to build an inclusive school environment where all students are recognised and make continuous improvement.
- 100% 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
- 100 % of teachers make 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:

- majority of parents believe the school supports learning and positive behaviour.
- majority of 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 extracurricular 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 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

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.