

2023 Annual Report

York Public School



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Introduction

The Annual Report for 2023 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.

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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 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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

AP Curriculum & Instruction
English language proficiency
Low level adjustment for disability
Socio-economic background
QTSS release

Summary of progress

Numeracy

The focus for 2023 was to build staff capacity to effectively collect and analyse data, through systematic processes, to inform future teaching in mathematics and improve student learning outcomes. In Term 1 the numeracy project leadership team reviewed the current Scope and Sequence and aligned it with the new K-2 Mathematics syllabus. The Numeracy Leader presented professional learning to all staff on formative and summative assessment practices. K-6 assessments were developed and aligned to the current syllabus and scope and sequences. Data was recorded on the google drive and analysed by stage teams. At the conclusion of Term 1, staff surveys indicated that fortnightly assessments did not provide the data required to inform future teaching and learning. A review was conducted which required changes to be made. In Term 2 staff trialled an online platform, Essential Assessments, to create flexible digital assessments aligned to the syllabus. Teachers were instantly provided with a comprehensive analysis of data, indicating gaps in learning and with available teaching resources to plan for future learning. This data was triangulated with a variety of class-based formative assessment strategies and Department of Education external assessment data. Teachers found this highly valuable as it provided accurate information when planning programs and it addressed common misconceptions with the learners in their class. Through accurate differentiation, student learning needs in mathematics were more effectively addressed. As a result, data analysis of 2023 NAPLAN shows 66.2% of Year 5 students are Exceeding or Strong compared to the Penrith Network of 66.12%. In 2023, Check-In assessment data showed Year 4 is 3.8% above SSSG (2022 it was 0.9% above) and 3% below state (2022 4.5% below state). The improvement in student learning outcomes is due to teachers accurately using authentic data to inform the next steps in learning. The process has been highly valued as evidenced through professional discussions with staff.

Next year, in this initiative, staff will continue to use Essential Assessment three times per year to fine tune teaching and learning programs. Stage based assessments will also be implemented throughout the year to provide snapshots and progress measures to support teachers in monitoring student learning progress.

Reading

The focus for 2023 was to ensure all teachers have a deep knowledge and understanding of what to teach in reading and how to teach it utilising available resources. Ongoing professional learning throughout the year, focussed on improving teacher practice in guided reading for Year 3 to 6 staff, and for K-2 teachers the new content in the syllabus. The Assistant Principal, Curriculum and Implementation (APC&I) built the capacity of Student Learning support Officers (SLSOs) to effectively support teachers in guided reading lessons. Through demonstration lessons, observations and professional dialogue SLSOs indicated they had developed a deeper understanding of the teaching of reading and how to effectively support the students they were working with. Professional dialogue during fortnightly curriculum reform time further developed teachers understanding of best practice when teaching reading, knowledge of available resources and the effective use of SLSOs in the classroom.

A survey was conducted, and feedback indicated that teachers required a range of practical activities to have greater

impact in effectively addressing learning gaps in reading. Through the collaborative analysis of NAPLAN and Check-In data, the APC&I and teachers confirmed the identified the gaps in learning. By utilising the Universal Resource Hub (URH), targeted activities were identified to address the areas of need. Teachers created specific resources for SLSOs to address particular needs while the APC&I provided general resources for the SLSOs to use. A structured lesson plan format was devised to ensure teachers included all aspects within the teaching of reading when planning. All teachers consistently planned three-lesson sequences for each week, using the format and shared this with the SLSOs to maintain continuity of learning. Following the strategies implemented and data analysis, teachers have developed a deep knowledge and understanding of what and how to teach in reading. Check-In data indicated students in Year 4 showed 14% growth compared to SSSG of 10.8%. Year 5 growth was 4.3% above SSSG and Year 6 had a growth of 7.6% compared to SSSG of 4.7%.

Next year, in this initiative, differentiated professional learning will continue to be provided to teachers and SLSOs to further develop their knowledge and skills when teaching reading. Staff will continue to identify areas of need through analysing data and monitoring student learning outcomes.

Dynamic Indicator of Basic Early Literacy Skills (DIBELS)

The focus for 2023 was to build consistency across the school when collecting, analysing and recording data and to regularly monitor assessment strategies to ensure they accurately identify student needs. Professional learning on the theory, administration and analysis of DIBELS was presented to all staff by members of the executive. Term 2 data analysis indicated comprehension skills were the focus areas for students in Years 4 - 6. In **FLAG** groups and modelled reading, targeted activities were sourced from the URH for teachers to explicitly teach comprehension skills. Data collected and analysed clearly shows **ES1 and S1** staff have achieved great success in the teaching of phonemic awareness with 85% of kindergarten and 75% of Year 1 students achieving at or above in the DIBELS assessment. In term 3 teachers practised administering the DIBELS assessment and discussions were held about the best way to complete testing all learners within a given timeframe. Staff were supported in the process allowing them to be more confident and consistent in how they test. In term 4 week 8, DIBELS was administered to provide end of year data. This data has been analysed, shared and discussed with all stakeholders and professional learning planned for term 1 School Development Day will address the most effective ways to form reading groups to support any identified misconceptions. The data showed an increase of 20% in nonsense word fluency (blending) in all 3 of the K-2 groups and Year 3 by 5%. This has been the result of more targeted teaching of the foundational reading skills within FLAG groups. Oral reading fluency in Years 4, 5 and 6 has improved by 6% with an average of 60% of all learners at or above proficiency.

Next year, in this initiative, continued professional learning will be presented to staff with a focus on addressing the major misconceptions, along with evaluating teaching and learning strategies and activities. Teachers and SLSOs will continue to be supported in planning activities to promote better outcomes in reading groups. Progress monitoring will continue to occur, as needed, to support the learners who achieved below proficiency. **MAZE**, the comprehension skills area of DIBELS will continue to be a focus area as results showed only limited growth.

Spelling

The focus for 2023 was to build teachers knowledge and skills around best practice in teaching spelling to maximise student achievement of learning outcomes. In term 1, the staff researched current spelling strategies based on The Logic of English model. The Department of Education spelling scope and sequence and on-line resources were utilised to develop contextual learning opportunities, lessons and activities. Following a trial of lessons in semester 1, stage 2 staff collaboratively evaluated the content and structure of the lessons through the collection and analysis of data in fortnightly stage meetings. Year 4 Check-In data showed a 5.5% growth in vocabulary compared to 2022.

In term 4, stage 2 staff and the APC&I reviewed the implementation of the program to assess the impact it had on developing staff knowledge and understanding of what to teach in spelling and how to teach it. Staff indicated they liked the structure of the program, the explicit teaching of etymology, morphology and phonology. Student results have shown an improved ability to correctly spell words, however, experience difficulty in transferring this to their writing.

Next year, in this initiative, we will include PHORMES as an approach to spelling (Phonological, Orthographic, Morphological, Etymology and Semantics) to provide a whole language teaching approach to programming. A review of the scope and sequence will be based on the Department of Education Spelling Diagnostic, which will be administered twice a year.

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
75% of all students (K-6) showing	3.6% of year 3. 4 5 and 6 students showing growth in reading (Check In

<p>growth in reading from term 1 to term 4 2023 (using DIBELS - Dynamic Indicator of Basic Early Literacy Skills)</p>	<p>data) from 2022 to 2023, with year 5 achieving 5.6%, year 6 6.8% growth. DIBELS data was used to drive focus reading interventions with an average 51% achieving 'at' or 'above' for fluency skills and 68% achieving 'at' or 'above' for MAZE comprehension.</p>
<p>82% of all students (K-6) showing growth in numeracy from term 1 to term 4 2023 (using school based assessment)</p> <p>K-2 based on new NSW syllabus</p> <p>3-6 using current NSW syllabus</p>	<p>2.1% growth in numeracy (Check - In data) of all students (3-6) showed growth in numeracy from 2022 to 2023. Year 3 - 3.6%, Year 4 - 0.9%, Year 5 - 1.9% and Year 6 - 2.1%.</p> <p>K-2 Essential Assessment data showed that 67% of ES1 and S1 learners are working at stage expectations in whole number based on the new K-2 syllabus.</p>
<p>An uplift of 20% in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 2.9%</p>
<p>An uplift of 15% in Check-in Assessment mean scaled score for numeracy in Years 3 and 5 for 2023 compared with Years 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2.7%</p>
<p>90% of Aboriginal and Torres Strait Islander students achieving benchmark in reading from term 1 to term 4 2023 using DIBELS.</p>	<p>98% of Aboriginal and Torres Strait Islander students achieved growth in reading (fluency and blending skills) from term 1 to term 4 2023 using DIBELS. 65% tested 'at' or 'above' in these areas of reading skills.</p>
<p>90% of Aboriginal and Torres Strait Islander students achieving stage based outcomes, as indicated in the syllabus, in numeracy from term 1 to term 4 2023.</p>	<p>80% of Aboriginal and Torres Strait Islander students achieving stage based outcomes, as indicated in the syllabus, in numeracy from term 1 to term 4 2023.</p>

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

Professional learning Aboriginal background

Summary of progress

Whole School Behaviour Management

The focus for 2023 was to develop a whole school behaviour management system to ensure consistency in implementation by all staff. A major review of the behaviour management processes concluded that the current system was not effectively meeting the needs of students and staff in our setting. The wellbeing team researched evidence-informed programs and recommended the research of Dr Marvin Marshall, William Glasser's choice theory and reality theory, coupled with "above the line, below the line" behaviour strategies and have developed a new and evolving behaviour management plan more applicable to York PS. A majority of staff participated in Choice Theory professional learning with Judy Hatswell. The staff co-constructed expectations of behaviour to create an effective environment for learning and are consistently supported across the school. The introduction of a new K-6 reward scheme has had a positive effect on behaviour. Students are proud of their achievements with 840 Assistant Principal awards and 58 Deputy Principal awards presented. Throughout 2023, there has been a 33% decrease in the number of negative incidents recorded on Sentral. This scheme has seen the older students more engaged in promoting positive behaviours than previously. There is a proportion of the student population who require extra support in managing their behaviour and these students are provided with specific plans to ensure they are successful in all learning environments.

Next year, in this initiative a review of Choice Theory will be conducted. Professional learning will be provided for all staff to continue to build knowledge and capacity to enable consistency across the school. The Wellbeing team will work collaboratively to further develop the school practices and protocols document for the full implementation of Choice Theory.

Student Engagement and Attendance

The focus for 2023 was to improve attendance and engagement of all students, particularly those at risk. In Term 1, all staff trialled and reviewed the school procedures and processes map document. Staff indicated the document provided structure, clearly presented staff responsibilities and a user friendly flow chart all of which has resulted in a more consistent approach in addressing attendance issues. The attendance coordinator and learning support team regularly monitored and analysed whole school student attendance data. Attendance rates are positive, with SCOUT data showing 89.5% attendance rate. This is higher than the state average, the network and in line with Statistical Similar Schools Group (SSSG). Positive patterns are encouraged and processes are in place to support students who show concern with their attendance. Regular contact through SMS, phone calls and written correspondence occurs with parents of students whose continuity of learning is at risk and where attendance improvement plans have been implemented. Attendance rates were lower than previous years due to COVID and influenza B which have had a negative impact.

Next year, in this initiative, the school procedures and process map will continue to be utilised to address attendance. Continuing late arrivals is an area which the learning support team will be addressing in 2024.

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

The focus for 2023 was to increase the engagement of the Aboriginal and Torres Strait Islander community through the

provision of cultural opportunities for students and their families. In Term 1, the Jamison Learning Community (JLC) representatives developed a 2023 action plan indicating milestones and timeline for achievement. A new standardised Personalised Learning Plan format was developed for implementation across the JLC to ensure consistency and rigour. Processes were put in place to ensure a collaborative approach between teacher, students and parents when identifying student learning and cultural goals. Professional Learning sessions were developed and facilitated across the schools to build knowledge, confidence and capability to embed Aboriginal and Torres Strait Islander perspectives across the Key Learning Areas. Enhanced connections with the community included 'yarning circles', community BBQ's and formal meetings with elders within the community. As a result of these connections across the JLC, key Dharug words were taught to students, a bush tucker garden was created and an acknowledgement of country was composed and displayed in each of the JLC schools.

Next year, in this initiative, Aboriginal Educational Perspectives will be embedded across key learning areas. The JLC will develop an Aboriginal scope and sequence which each school will contextualise to their needs. The teaching of the Dharug language will be expanded to include a wider section of vocabulary. A staff shirt will be further investigated.

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
Students reporting an uplift in: Advocacy at School - 3% uplift Expectations for Success - 5% uplift Sense of Belonging - 10% uplift as measured against the Tell Them from Me and school developed surveys	79.85% of students reporting positive wellbeing outcomes. This is an increase of 0.88% across the positive wellbeing measures from 2022 survey data.
SEF Element - Wellbeing assessed at Excelling	Self-assessment against the School Excellence Framework (v2) shows the school currently performing at excelling in the element of Wellbeing as validated through the External Validation process.
A further 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 increased by 17.74% from 2022 to 64.32% in 2023.
5% decrease in negative behaviour incidents recorded on SENTRAL based on 2022 data.	SENTRAL indicated a decrease in negative behaviour incidents.

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

Professional learning
Socio-economic background

Summary of progress

Collaborative approach to teaching and learning practices

The focus for 2023 was to raise student awareness of responsibility for self and others. The focus for staff was to embed thinking routines into teaching and learning programs. In Term 1, all resources were prepared for the second Mind Muscle responsibility and the launch of RITA. In Term 2 the Strategic Direction 3 team developed a bank of classroom resources and stored them on Google Drive for all teachers to access. The RITA responsible launch day was held to introduce the concept of responsibility to students and staff through a whole school community assembly. A whole school photo was taken with RITA and a contextualised song was created and performed by students. A variety of activities were collaboratively created for staff to use in the classroom. Following the RITA and ROCA provocation displays at assembly, classes with their teachers discussed the scenario to reflect on responsibility and resilience. As a result of these activities, students and staff became aware of the mind muscle and were confident in using the language. In Terms 3 and 4 activities were continued within classrooms and the playground to further build opportunities for students to display and learn about responsibility and resilience. A Responsibility Continuum was developed by the Strategic Direction 3 team defining success criteria for students, staff and the community. Data collected from the continuum indicates the school is building knowledge of learning dispositions. In conjunction with Mind Muscles, the Thinking Routines introduced in 2022 continued to be included in everyday teaching practice. Staff completed a survey and indicated a desire to embed the current thinking routines before introducing new ones this year.. Collaborative planning of teaching and learning programs has ensured that Thinking Routines are included across relevant key learning areas. Growth mindset continued to be a focus in 2023, all classrooms have prominently displayed Growth Mindset posters which were updated fortnightly. Next year, these initiatives will not be a key focus of the SIP, however will continue to be implemented and embedded across the school.

Visible Learning

The focus for 2023 was to build capacity of all staff in providing authentic feedback to students. In Term 1 all staff participated in Corwin Visible Learning PL. Following this, staff indicated they required more professional learning on the different strategies in providing feedback for students. Stage 2 teachers worked with the Deputy Principal (DP) as a focus group to investigate a range of strategies to provide teacher to student feedback and peer to peer feedback. These feedback strategies were demonstrated to Stage 2 staff within classrooms by the DP and then Stage 2 teachers trialled relevant strategies to determine their effectiveness. Processes and protocols were collaboratively developed for Feedback Walks. In Term 4, Stage 2 staff carried out Feedback Walks to identify actual feedback strategies utilised, shared information and celebrated successes. This has resulted in teachers reflecting on their practice of providing effective feedback to students and aligned more to best practice. Next year, this initiative will not be a key focus of the SIP, however Learning Intentions and Success Criteria will continue to be the basis for providing feedback to students in 2024. Professional learning will continue to be provided to all staff to build capacity in providing effective feedback to students.

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
<p>The school will be heading towards Excelling for the themes of Collaborative Practice and Feedback and Professional Learning in the element of Learning and Development in the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework (v2) shows the school currently performing at Sustaining and Growing in the elements of Collaborative Practice and Feedback as well as Professional Learning in the element of Learning and Development, as validated through the External Validation process.</p>
<p>The school will be assessed at Sustaining and Growing for the themes Feedback and Explicit Teaching in the element of Effective Classroom Practice in the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework (v2) shows the school currently performing at Sustaining and Growing in the theme of Explicit Teaching in the element of Effective Classroom Practice, as validated through the EV process.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</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"> • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: The refugee student has exceeded expected growth in reading as evidenced in PLAN 2 data and has progressed to the next level of English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the student will continue to be supported through the further employment of an SLSO.</p>
<p>New Arrivals Program</p> <p>\$12,958.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: All students identified as New Arrivals received targeted intensive English language support intervention through withdrawal groups utilising the specialist teacher. Internal school data indicates positive growth across the English KLA for all identified students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ specialist teachers to support identified students in language development.</p>
<p>Integration funding support</p> <p>\$97,134.00</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"> • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Integration funding support</p> <p>\$97,134.00</p>	<p>Learning goals collaboratively developed and responsive to student needs, ensuring eligible students received the support required. All identified students have achieved or made growth towards achieving their personal learning goals., particularly 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>\$229,004.87</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"> • Reading • Visible Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff to support reading programs implementation. <p>The allocation of this funding has resulted in the following impact: Following the strategies implemented and data analysis, teachers have developed a deep knowledge and understanding of what and how to teach in reading. Check - In data indicated students in Year 4 showed 14% growth compared to SSSG of 10.8%. Year 5 growth was 4.3% above SSSG and Year 6 had a growth of 7.6% compared to SSSG of 4.7%.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSO's to work with APCI to deliver small group intervention to identified students.</p>
<p>Aboriginal background</p> <p>\$55,832.02</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 • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: All identified students achieved their collaboratively developed learning and cultural goals for 2023 as identified in their Personalised Learning Pathways. 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. NAPLAN data for Year 5 Aboriginal students indicates achievement at state average for numeracy and above state average in reading.</p>

<p>Aboriginal background</p> <p>\$55,832.02</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, as well as building on student's knowledge of the local Dharug Aboriginal language.</p>
<p>English language proficiency</p> <p>\$41,587.03</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 • Spelling <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases <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 enabled greater access to the curriculum and increased 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>\$37,803.66</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"> • Whole School Behaviour Management • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning for all staff in Choice Theory and Visible Learning - Feedback. <p>The allocation of this funding has resulted in the following impact: Consistent approach to behavior management throughout the school. All staff, students and parents using the language of Choice Theory. Data recorded on Sentral indicates a decrease in negative incidents in 2023. Teachers have been upskilled through Visible Learning PL to build capacity in providing authentic feedback to students.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide to professional learning sessions for all staff in Choice Theory and Visible Learning -Feedback to ensure a deep and narrow focus is attained.</p>
<p>QTSS release</p> <p>\$113,514.91</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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • instructional leader employed to strengthen quality teaching practices...

<p>QTSS release</p> <p>\$113,514.91</p>	<p>The allocation of this funding has resulted in the following impact: Data analysis of 2023 NAPLAN shows 66.2% of Year 5 students are Exceeding or Strong compared to the Penrith Network of 66.12%. In 2022 Check-In assessment data showed Year 4 was 0.9% above SSSG (2023 3.8% above) and 4.5% below state (2023 3% below state). The improvement in student learning outcomes is due to teachers accurately using authentic data to inform the next steps in learning.</p> <p>After evaluation, the next steps to support our students will be: In 2024 APCI will support classroom teachers to upskill their knowledge and teacher practice in the implementation of the K-6 syllabus documents through additional release of teachers, workshops and observations.</p>
<p>COVID ILSP</p> <p>\$175,685.37</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 2023.</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 teachers and SLSOs to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: All students in this program have shown growth as evidenced in internal school data, Check-in data, PLAN 2 and NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP funding will no longer be available from 2024, however Small Group Tuition program will enable the continued employment of 1 SLSO to deliver small group intervention to identified students.</p>
<p>Low level adjustment for disability</p> <p>\$266,168.50</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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing small group reading, phonic and math's programs. <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			
	2020	2021	2022	2023
Boys	282	260	266	259
Girls	270	256	238	242

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	93.4	86.4	91.4
1	93.1	93.1	87.7	87.9
2	93.6	93.5	86.7	89.8
3	92.7	93.8	88.9	89.7
4	94.2	91.7	86.7	89.9
5	93.7	92.6	85.3	90.3
6	92.8	92.2	85.5	88.1
All Years	93.5	92.8	86.6	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6.2
Classroom Teacher(s)	19.98
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	8.78

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	101,855.09
Revenue	6,602,517.44
Appropriation	6,421,529.42
Sale of Goods and Services	11,962.72
Grants and contributions	163,823.78
Investment income	5,017.77
Other revenue	183.75
Expenses	-6,526,786.11
Employee related	-5,857,997.86
Operating expenses	-668,788.25
Surplus / deficit for the year	75,731.33
Closing Balance	177,586.42

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.

	2023 SBAR Adjustments (\$)
Targeted Total	144,856
Equity Total	592,592
Equity - Aboriginal	55,832
Equity - Socio-economic	229,005
Equity - Language	41,587
Equity - Disability	266,169
Base Total	4,585,366
Base - Per Capita	139,005
Base - Location	0
Base - Other	4,446,362
Other Total	459,816
Grand Total	5,782,631

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023, 162 students in Years 4, 5 and 6 completed the Tell Them From Me survey in term 1. 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:

- 93% of students indicated they enjoyed positive relationships while at school.
- 74% participate in a variety of extracurricular opportunities at school e.g., drumming, choir, band ukulele and student lead clubs.
- 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, success criteria and feedback that helps them reflect on their own learning..

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 and responds within a timely manner to anti social behaviour.
- 98% 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.