



# York Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of **York Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Kristen Barglik

Relieving Principal

### School contact details

York Public School

Evan St

South Penrith, 2750

[www.york-p.schools.nsw.edu.au](http://www.york-p.schools.nsw.edu.au)

[york-p.School@det.nsw.edu.au](mailto:york-p.School@det.nsw.edu.au)

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### Message from the Principal

York Public School has enjoyed an exciting, challenging and rewarding 2016. It is the dedication of the staff, parents and students here at York Public School that assist us with delivering quality educational programs that offer a diverse range of opportunities to support all aspects of student learning.

2016 saw a change in leadership when Ms Paton received a promotion to Harrington Park Public School and the much-loved Mr Sinfield retired at the conclusion of term 2. I was honoured to be appointed as the relieving Principal at York Public School throughout the remainder of the year. Mr Grady undertook the role of Deputy Principal with Mrs Robins and Ms Ginn undertaking the role of the Assistant Principal for stage 3 and stage 2.

Throughout 2016 our staff have continued to work hard to ensure our practices are evidenced based and are structured to engage 21st century learners more effectively in their own learning. Our school staff are enthusiastic, dedicated and passionate about providing quality education for every student.

An extensive range of extra curricular activities are offered at York Public School and include choir, dance group, ukuleles, drumming group, debating, public speaking and a range of interschool sporting competitions. Throughout 2016, we have continued to offer a diverse range of opportunities for all our students through our educational programs, the creative arts and sport. We encourage all students to take 'Pride in Achievement' and always strive to do their best.

Our school has continued to enjoy support from our extremely dedicated P&C Association. They have been actively involved in decision making and contributing to school policy. They work tirelessly in supporting our school programs, representing the interests of the parent body and raising financial support for our school. The fundraising efforts of our P&C this year has assisted the school in purchasing and installing air conditioning in the hall.

The continued support of our parent community is very much appreciated by the students and staff here at York Public School.

Kristen Barglik

Relieving Principal

## School background

### School vision statement

York Public School is committed to supporting students to become successful lifelong learners. Our school will enable students to become resilient, and realise their full potential and become effective members of society

### School context

York Public School has an enrolment of 579 students. The school currently has 22 mainstream classes, one Autism Support Unit and two Multi Categorical Units. York Public School currently has 26 teaching staff and 27 administrative and support staff. Teaching staff possess a broad range of experience and expertise, which enhances the quality teaching and learning environment. Teaching and non-teaching staff are held in high esteem by the members of the local community. York Public School's motto, 'Pride in Achievement,' is reflective of the strong commitment of the staff, students and parents to a cohesive, happy and successful school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our efforts have concentrated on student and teacher wellbeing, curriculum and learning. Data revealed that there continues to be a positive culture present with an increase in student engagement. Positive respectful relationships are evident across the school community ensuring good conditions for student learning. Attention to a whole school approach to behaviour and wellbeing has created greater consistency in approaches and increased student attendance at school. Results of our initiatives are demonstrated in how students are relating to their peers and the increased student engagement within each classroom.

Our major focus in the Teaching domain has been on the collaborative practices across the school. Stage planning days continue to provide teachers with opportunities to cultivate a collaborative learning environment. Greater consistency across the school is more evident. Opportunities have been provided to teachers to ensure evidence based teaching practice drive instruction with a particular focus on using data more effectively to inform teaching practice. Changes in pedagogy and improved teaching practices are evident across the school with a visible increase in student outcomes. Teachers are committed to enhancing the educational outcomes for all students and improving their impact.

Our priorities in the domain of Leading throughout 2016 has been building leadership capacity across the school. Developing the leadership capacities of our teachers has been the key to the success of instructional rounds during the year. Staff are committed to improving student learning across the school and there is a shared school wide responsibility to teaching and learning. The leadership team have been successful in leading the initiatives outlined in this report and have supported colleagues to enhance their leadership abilities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### 21st Century Approach to Quality Teaching

#### Purpose

Whole school systematic delivery of a 21st Century approach to quality teaching and curriculum focused on innovative learning and measurable growth and performance – Literacy and Numeracy Strategy.

To cultivate a collaborative and consistent approach as we deliver robust, flexible and progressive teaching and learning programs that enable academic and social growth.

#### Overall summary of progress

Throughout 2016 York Public School implemented a variety of strategies to ensure quality teaching was evident in all classrooms across the school. We continued our rigorous pursuit to embed quality teaching and evidenced based practices within all classrooms. Quality teaching rounds were initiated with a focus on reading. The success of this initiative saw changes to classroom practices with higher student engagement evident in all classrooms.

Quality teaching elements were embedded in stage programs and purposeful observations to improve teaching practices embedded as a school wide practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
21st Century learning is reflected in all classroom practices and programs	Quality teaching elements embedded in stage programs and purposeful observations to improve teaching practices embedded as a school wide practice. Teachers showcased how creative and critical thinking is embedded in teaching and learning programs.  Literacy and Numeracy team established to lead school in 21st century approaches to teaching reading and numeracy.	<b>\$37000</b>
8% increase of students in top two bands in NAPLAN – reading and numeracy	The whole school undertook Google docs training which was led by an experienced member of staff. Stage teams developed 'I can' statements to assist with direct feedback on student progress. NAPLAN data is reflected in class programs and school systems trialled in using Google docs to track student growth and provide students with immediate feedback.	<b>\$26000</b>
Increase attendance from 94.1% to 95%	Increased attendance from 93% in 2015 to 94% in 2016 as a result of students being more engaged in their learning.	<b>\$18000</b>
Decrease in classroom referrals to executive.	Instructional rounds implemented across the school with a focus on quality reading instruction. Changes to classroom practice evident in all classrooms with higher student engagement evident.	<b>\$20000</b>

#### Next Steps

In 2017 we will continue to research approaches to 21st learning and embed quality teaching practices in all Key Learning Areas with particular reference to the research of Hattie, Wiliam and Fullan.

Reading instructional rounds will continue with a focus on feedback and comprehension. The focus for research in reading in 2017 will include feedback and the quality learning environment in order to optimize student growth.

The numeracy team will research quality practices in numeracy and look closely at the numeracy framework. They will lead the staff in professional learning so as to ensure a common understanding of best practice in numeracy and a common understanding of the Numeracy Framework. Instructional rounds will commence in order to enhance the teaching of numeracy across the school.

We will continue to build our collective capacity and the leadership capacities of staff by ensuring purposeful leadership roles in delivering a quality learning environment.



## Strategic Direction 2

### Enhance Individual Strengths and a Love of Learning

#### Purpose

To develop an approach which focuses on enhancing individual strengths, a love of learning and developing skills, which will help them to succeed at, and beyond school.

To create a meaningful inclusive and equitable whole school environment that encourages and supports a range of learning needs, stimulates curiosity and a passion for knowledge and understanding.

#### Overall summary of progress

We assessed the progress of this direction through focussing on data from our PBL data set; the Tell Them From Me survey measures of student engagement; and attendance rates across K–6. Our wellbeing framework and PBL has been implemented and reviewed across all settings. The professional learning for the Circle Solutions program, implemented to teach social and emotional literacy to children, has now been completed for all staff K–6. The attendance policy has been implemented across the school and the school has provided support for families experiencing difficulty with school attendance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students with personalised learning plans achieve positive growth in NAPLAN from year 3 to year 5.	By the end of term 1 2017, two members of the school executive will have completed the online training course Personalised Learning. All SLSO's trained in programs to support students in literacy.	<b>\$8000</b>
PBL and TTFM data set reflects appropriate behaviours.	PBL data has again reflected the positive behaviour achieved consistently by York students. From 2015 to 2016, the number of students with 0–1 behaviour referrals rose from 90% to 91%; 2–5 behaviour referrals fell from 10% to 7%. All staff are now trained in the Circle Solutions framework for delivering Social and Emotional Literacy K–6. The students Tell Them From Me survey provides measures of engagement across the cohort. In intellectual engagement, students interest and motivation increased from 59% in 2015 to 94% in 2016. However in social engagement, students participation in extracurricular activities fell from 59% to 47%.	<b>\$3300</b>
Maintain attendance rates inline with state average across K–6 and improve Aboriginal and Torres Strait Islander attendance rates to 90% or above for all Aboriginal and Torres Strait Islander students.	We have reviewed and implemented our attendance policy and continued to provide supports such as attendance plans, whilst acting on advice from our Home School Liaison Officer. As such we have increased attendance again from 93% in 2015 to 94% in 2016. A full percentage point is equivalent to over 1000 school days of extra attendance per year. Our ATSI students have also increased their attendance from 91% in 2015 to 92% in 2016. Review of learning support and wellbeing at York completed, data reviewed, and policies updated for 2017.	<b>\$2800</b>
100% of students with personalised learning plans achieve growth of 1 year level cluster(s)	By the end of term 1 2017, two members of the school executive will have completed the online training course Personalised Learning.	<b>\$2400</b>

## Next Steps

In 2017 we will consolidate our focus on personalised learning and student wellbeing. We will continue the KidsMatter training in mental health for all staff and representatives of our P&C, and complete components 3 and 4 by the end of the year. Success with this initiative will be measured through the Tell Them From Me survey.

A KidsMatter committee will continue to meet on a regular basis to oversee the implementation of wellbeing programs and initiatives and track our progress throughout 2017. KidsMatter components 3 and 4 will be delivered to all staff and interested parents to complete the training for this pedagogical approach to kids mental health.

Our PBL team will consolidate and move forward within initiatives such as strengthening the student voice in school decision making with a focus on PBL ; formation of clubs to engage students outside of the classroom ; and consolidating and strengthening rewards for consistently high attendance from our students.

We will implement training in delivering best practice for students with complex learning needs during 2017.



## Strategic Direction 3

### Engage Families and the Wider Community

#### Purpose

Develop leadership capacity to create an inclusive school with a positive and productive culture that engages families and the wider community through efficient management, structures and partnerships.

To ensure the delivery of quality education underpinned by a rigorous pedagogy, effective partnerships and strong organisational structures that value purposeful collaboration and communication.

#### Overall summary of progress

Throughout 2016 York Public School implemented a number of strategies to further develop school inclusivity. Through the development and consolidation of efficient communication strategies we enhanced partnerships. The expansion of the support unit and the additional structures enhance our schools positive culture. The school's excellence framework has provided additional information needed to further enrich the positive culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Accurate information is available to school community communicated through effective mediums.	Classroom observations have become regular practice across kindergarten to year six. These observations have had a considerable impact on teaching practices across the school, enhanced teacher confidence and built the leadership capacities of all teaching staff. School teams evaluated the effectiveness of the current systems and practices in relation to personalised learning plans for our Aboriginal students.	<b>\$3000</b>
Measure school effectiveness and efficiency against school excellence framework	Classroom observations have become regular practice across kindergarten to year six. These observations have had a considerable impact on teaching practices across the school, enhanced teacher confidence and built the leadership capacities of all teaching staff. School teams evaluated the effectiveness of the current systems and practices in relation to personalised learning plans for our Aboriginal students.	<b>\$2400</b>

#### Next Steps

During 2017 it is anticipated that deeper connections will be created with the school community. This will include parent information videos to support parents working with students on their homework, activities coordinated by the P & C, and opportunities to discuss their child's school life at York Public School.

A new Aboriginal meeting space will be created to allow students to take part in lessons in an outdoor setting inspired by Aboriginal heritage. School achievements will be made more visible with a new display in the school office foyer, including a digital display showing the many events from York Public School life.

Our performing arts groups will look for opportunities to perform for the community, with the 'York On Show' event to showcase our entire school's talent.

Rigorous self-evaluation using the School Excellence Framework will include our relationships with our school community. We will establish an induction program for early career teachers to ensure that these staff are supported and mentored during their early teaching years.

We will continue to establish and build our external Professional Learning Community to draw in and share expertise among local educational institutions with the aim of enhancing the professional knowledge of the school staff.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All Aboriginal students have an individual learning plan with specific goals identified in consultation with the students and parents. This provided teachers with opportunities to develop their skills in engaging parents in student learning. Stage programs have been modified to ensure learning is significant to students' culture.</p> <p>Support teachers trained in a variety of literacy and numeracy strategies to support students in the classroom. NAPLAN results used to identify students for target group.</p> <p>An experienced teacher and SLSO were employed to explicitly teach content and build identified students' confidence and engagement in learning.</p>	<p>\$20000</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Professional Development for all staff members in NCCD and adjustments for students with identified needs. Adjustments communicated to parents and carers and review of school procedures to ensure consistency.</p>	<p>\$10000</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>An experienced teacher and SLSO were employed to explicitly teach students in year 4 and 6 to bump up their results in NAPLAN. Students' confidence to ask questions and seek assistance when needed increased and students became more successful when tackling reading, writing and numeracy tasks.</p>	<p>\$16000</p>
<b>Socio-economic background</b>	<p>School purchased quality guided reading texts and text sets to support the English units developed.</p> <p>LST co-ordinator was released from class to provide support &amp; ideas for referred students across kindergarten to year 6.</p>	<p>\$77000</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$8 000.00)</li> </ul>
<b>Support for beginning teachers</b>	<p>Professional development plans developed with close support of supervisor. Funding utilised for additional release time, attendance at professional development activities, coaching and mentoring.</p>	<p>\$17500</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	282	282	294	285
Girls	283	277	283	293

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	95	94.7	94.8
1	95.8	93.2	94	95.2
2	95.3	95.7	94.4	95
3	94.4	93.6	94.1	93.7
4	96.7	93.3	93.1	95.4
5	93.1	94.7	92.6	93.8
6	97.2	94.9	95.7	94.4
All Years	95.7	94.3	94	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Class sizes

Class	Total
K/1S	23
KM	20
KB	21
KA	19
1/2LG	25
1R	22
1J	22
1F	23
2/3SR	27
2S	23
2R	23
3S	30
3B	31
3/4TG	30
4W	28
4G	29
5A	29
5/6B	28
5R	30
5G	30
6R	30
6E	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.3
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

York Public School has one Aboriginal teacher as part of the composition of the school workforce. We are developing our relationships with our local Aboriginal Educational Consultative Group.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	85

### Professional learning and teacher accreditation

York Public School undertook significant amounts of professional learning during 2016. Whole school professional learning saw a focus on reading, numeracy, using data to inform practice and 21st century approaches to teaching and learning. Teachers engaged in professional learning on using Google docs to enhance our impact. This resulted in a deeper understanding of how to use technology to engage students and develop more collaborative approaches to learning.

In addition to whole school professional learning teachers engaged in professional learning that was specifically targeted to achieving goals as outlined in their Performance and Development Plans.

The professional learning undertaken throughout 2016 has resulted in improved teaching practices across the school and built the leadership capacities of staff.

Eleven teachers have been accredited a Proficient level and one teacher is currently undertaking accreditation at Lead level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	713 347.43
(2a) Appropriation	688 372.38
(2b) Sale of Goods and Services	2 727.27
(2c) Grants and Contributions	21 056.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 190.90
<b>Expenses</b>	-340 728.52
Recurrent Expenses	-340 728.52
(3a) Employee Related	-219 649.49
(3b) Operating Expenses	-121 079.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	372 618.91
<b>Balance Carried Forward</b>	372 618.91

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	3 609 619.41
Base Per Capita	31 194.20
Base Location	0.00
Other Base	3 578 425.21
<b>Equity Total</b>	315 038.42
Equity Aboriginal	36 720.98
Equity Socio economic	48 799.70
Equity Language	9 010.34
Equity Disability	220 507.41
<b>Targeted Total</b>	777 822.60
<b>Other Total</b>	55 228.44
<b>Grand Total</b>	4 757 708.87

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

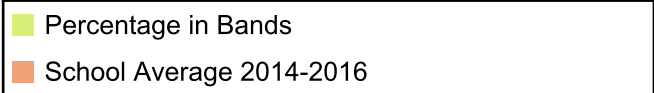
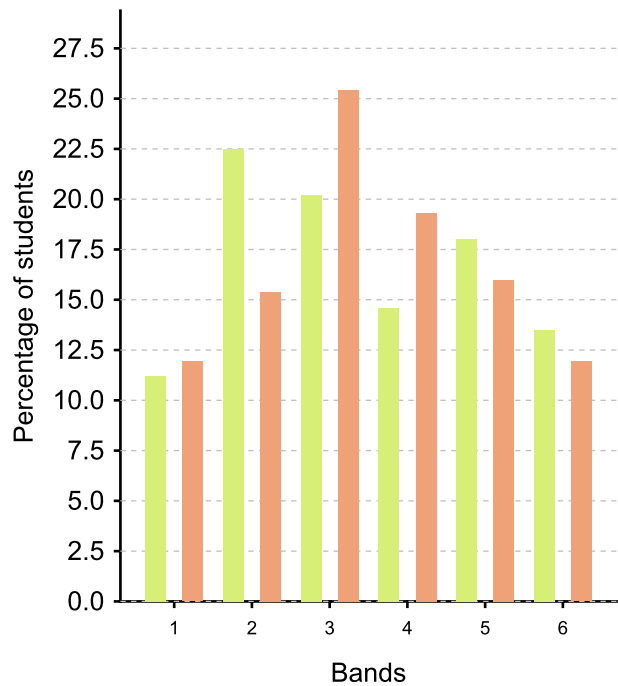
## School performance

### NAPLAN

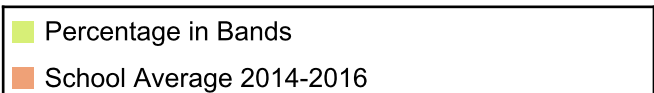
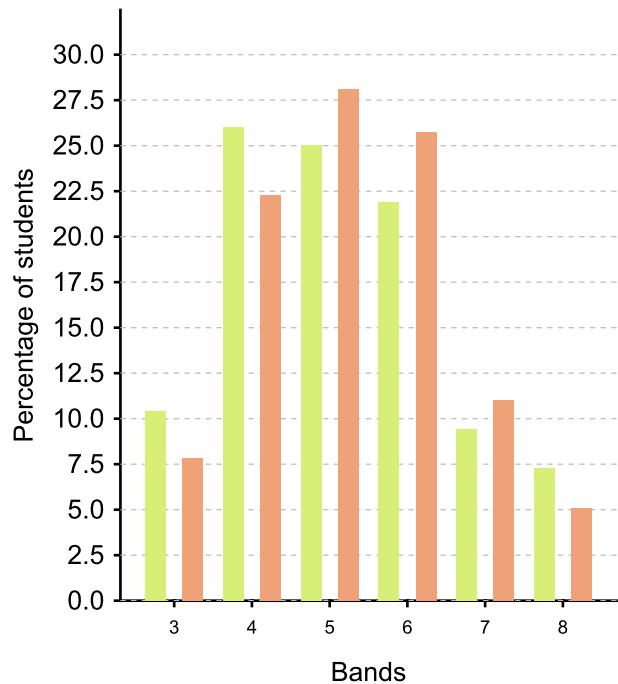
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our NAPLAN results show the majority of our students remain in the middle bands. Year 5 reading results during 2016 showed an increase in percentage of students who had greater than or equal to the expected growth. There was significant growth in the spelling results of our year 5 students with 60.9% achieving growth that is equal to, or greater than the expected growth.

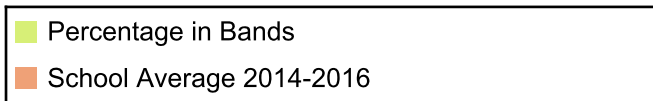
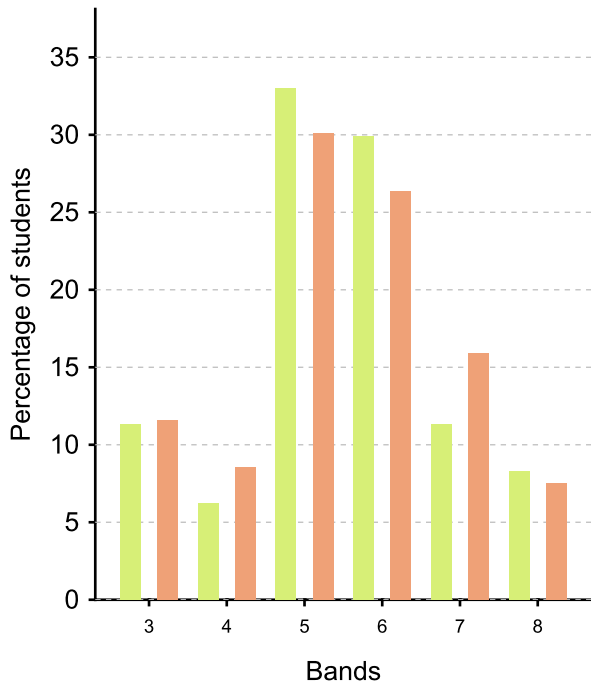
Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 5 Reading

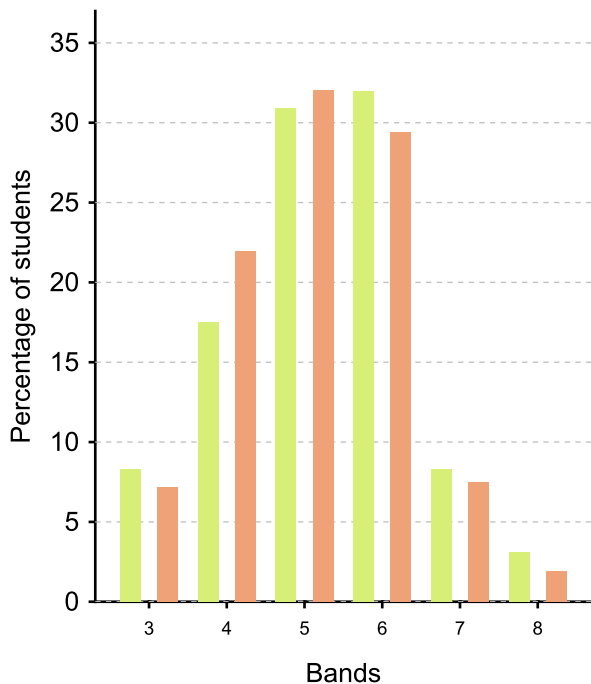


**Percentage in bands:**  
Year 5 Spelling



On average our numeracy results in NAPLAN for year 5 students have remained consistent from 2015 to 2016. There has been an increase in percentage of students achieving greater than or equal to the expected growth in the measurement strands.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The percentage of Aboriginal students at York Public School in the top two bands was 20% for grammar and 40% for reading. There were no Aboriginal students in the top two bands for numeracy.

The percentage of year 5 students in the top two bands for reading, spelling, grammar and punctuation is 12.5%. There were no Aboriginal students in the top two bands for numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinion of parents, students and teachers about their school. There responses are presented below:

- There was a considerable increase in parents feeling welcomed at the school.
- Social media (Facebook) proved to be the most effective means of communication.
- 74 % of our students are interested and motivated about school with 94% of students valuing schooling outcomes.
- The majority of parents believe the school supports positive behaviour.

## Policy requirements

### Aboriginal education

At York we have high expectations for Aboriginal students which is reflected in Personalised Learning Plans for all Aboriginal students. . The process of developing learning plans for our Aboriginal students continues to be refined and parents are more actively engaged student learning.

Grandad's Garden continued to be a focus point for our Aboriginal community and whole school awareness of traditional culture. In 2016 we invited our Aboriginal community members to attend a welcome barbeque to strengthen our community relationships. We strengthened our partnerships with the local AECG and two staff members attended meetings on a regular basis.

We continued to celebrate NAIDOC week to raise the profile of the Aboriginal culture within the school community. Fred Reid was invited to perform and educate students from kindergarten to year 6 about Aboriginal culture. Through this whole school incursion students gained a better understanding about Aboriginal people and their culture.

## Multicultural and anti-racism education

York Public School has always been very inclusive. Cultural diversity is celebrated through units of works programmed in Human Society and Its Environment, Creative Arts, English and Personal Development. We welcome families from over 40 different cultural backgrounds. Our staff and students recognise the importance of values and the benefits of having students from such diverse backgrounds.

Harmony Day is celebrated in March each year. Each class participated in making a school mural promoting harmony in our community. Students were encouraged to wear their national costume and talk about their culture during a whole school assembly.

## Other school programs

### Positive Behaviour for Learning (PBL)

PBL continues to be a successful approach to supporting student behaviour at York Public School. 2016 saw the school purchase signs to ensure the school expectations were visible inside the classroom as well as in the playground. This visible reminder, along with the systems put in place to communicate the PBL expectations at assemblies has resulted in decreased incidents of negative behaviour occurring in the playground. Professional development for teachers in classroom behaviour began and the PBL expectations are becoming universal for students, parents and teachers. To support the school's approach to student wellbeing teachers completed Circle Solutions training and undertook training in KidsMatter.

The Student Representative Council worked efficiently and the student voice effected change across the school.

### Performing Arts

York had another outstanding year in the performing arts with students representing the school in choir, ukuleles, band, dance and drumming. 2016 saw all performance groups selected to perform at the Penrith Valley Performing Arts Festival. The students from York impressed the audience with their skills and expertise with many left speechless after their performances. The ukulele group performed at the Blue Mountains ukulele festival and the choir performed at PULSE.

2016 culminated with a CAPA showcase. Each performance group was provided with the opportunity to perform on stage to a sell-out audience. The success of the performing arts groups is due to the dedication our teachers give to these groups.

2017 is set to be another big, exciting year for the performing arts at York Public School with 'York on Show' scheduled for term 3.

## Sport

### Annual Sporting Carnivals

Our annual swimming, cross country and athletics carnivals are always occasions for great enthusiasm from both parents and students. We are extremely grateful for the level of parent support received. Without the assistance of our wonderful parents these carnivals would not run as smoothly.

### PSSA

This year, York entered six cricket teams and four t-ball teams to participate in summer sport at Jamison oval. This meant that a record number of students were able to participate. During winter sport, York entered six netball teams, two rugby league teams, two boys' soccer teams and two girls' soccer teams. Both the senior soccer girls and the junior rugby league team won their competitions with the junior rugby league team remaining undefeated.

### One-Day Competitions

The York Public School Senior rugby league team participated in the Greg Alexander Shield and the junior rugby league team participated in the Royce Simmons Shield. Both teams were extremely competitive during the competition with both the junior sides progressing to the regional level. Both teams displayed great sportsmanship on the day with our A team winning this competition.

2016 also saw our junior and senior rugby league team compete in the Panther Trophy. Our junior side took out this competition and competed at the next level. This under 10 team competed against several schools across the state and ended up winning the 2016 All Schools Carnival, which was a remarkable feat.

Opportunities were also given to many primary students to be involved in local gala days. The soccer team competed in the Western Sydney Wanderers Cup. The netballers attended an Anne Sargent Netball Clinic. The students have all enjoyed these day immensely.

### Home School Sport

Students developed skills and improved fitness levels playing a variety of team sports in an atmosphere of friendly competition. Students initially learnt the skills required to play the sports and then the rules of each game. The groups were rotated between teachers to expose students to different sports and skills.

Students across stage three were actively involved in the Panthers basketball clinics and those in stage two undertook the Wanderers soccer clinic as a component of their school sport. These five week programs provided students with expert coaching on skills needed to engage successfully in these sports. Students from year three to year six also engaged in the Sport in Schools program.