

# York Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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.

Ms Anne Bahnisch

Principal

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### Message from the Principal

It is with great pleasure the first I present the 2017 Annual School Report as Principal. York Public School prides itself in having delivered outstanding quality education to the York community for another year. We celebrate a year of fabulous academic growth, cultural, sporting and individual excellence. Quality and explicit teaching continues to be a focus to ensure consistent and measurable growth for all students in both literacy and numeracy.

Student enrolments continue to grow with the year commencing with 25 classes. We proudly celebrate and acknowledge the wealth of opportunities our school can provide through outstanding academic excellence, broad curricular programs, innovative thinking and developing leadership skills with a focus on service to others. The skills of collaboration, critical thinking, communication and creativity are embedded components of teaching and learning across the school.

2017 saw the 2015 – 2017 school plan in its final year. Quality Teaching, Quality Learning and Quality Systems were embedded into the fabric of York Public School. The key priorities were identified as part of the school and community's ongoing growth and development, in particular, the recurring theme of 21st century learning skills and its relevance within a contemporary education for students. York Public school community continues to recognise the importance of the development of the whole child, within a context of a rapidly changing world.

I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of our highly qualified, dedicated and professional staff, who work collaboratively to ensure our students strive to achieve their best in a safe, challenging and nurturing environment. The learning environment is rich and stimulating and all students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. The teachers combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute well above normal expectations.

Our teachers are well supported by an equally committed administrative and support staff. The school community is extremely fortunate to be served by such a committed and hardworking team. I personally would like to thank the school Executive who have been unstinting in their support, professionalism and who are outstanding leaders in their own right.

A strong partnership exists within the school between staff and the community. I would like to acknowledge the York Public School P&C who continue to work tirelessly on behalf of the students and families of York Public School. I would especially like to acknowledge the President, Mrs Kylie Schempp, the P&C Executive for its leadership, foresight and commitment to York Public school students.

Ms Anne Bahnisch

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

York Public School culture demonstrates the building of educational aspiration and the promotion of learning excellence. The development of best practice has been enhanced through classroom observations and is evidenced in student data. School wide approaches to learning support and wellbeing continue to build consistency across the school and extensive extra-curricular activities enhancing the opportunities for all students and promoting development beyond the classroom. In the School Excellence Framework domain of Learning, York Public School is 'Delivering'.

In the School Excellence Framework domain of Teaching, York Public School is 'Delivering'. All teachers at York Public School are committed to identifying, understanding and implementing the most effective teaching methods. The introduction of evidenced based teaching strategies has been facilitated through instructional rounds and professional learning. York Public School continues to build upon present knowledge of feedback strategies and formative assessment practices as highlighted by the research of Dylan Wiliam.

The leadership team supports a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement. Management systems, structure and processes are continually being developed to ensure the school is supported in improving effectiveness of all school members. York Public School is committed to building and strengthening our impact within our community of schools as well as other educational providers and organisations. The results of the external validation process indicate that in the domain of Leading, York Public School is delivering.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017 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 continued with a focus on reading and engagement. 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)	Funds Expended (Resources)	Progress achieved this year
21st Century learning is reflected in all classroom practices and programs	\$40000 (Other Operating Expenses; Teaching and Learning)	Professional planning days and classroom observations.  Audit of software and ICT capabilities
8% increase of students in top two bands in NAPLAN – reading and numeracy	QTSS release 2 days a week	Literacy and numeracy teams drove evidenced based practices across the school. Classroom observations demonstrate improved teaching practices and our 2017 NAPLAN results demonstrate improved student outcomes.
Increase attendance from 94.1% to 95%	\$1200 (Other Operating Expenses: Teaching and Learning)	Circle Solutions and KidMatter professional learning delivered to all staff. This consistent approach to wellbeing assisted us in maintaining a high attendance rate.
Decrease in classroom referrals to executive.	\$40000	Appointing a non teaching AP to target student learning and wellbeing.

#### Next Steps

Classroom observation will continue to ensure success criteria and learning intentions are embedded into classroom practise and evident within the learning environment. Literacy and numeracy teams will continue to drive evidence based practice across the school with a focus on assessment and the research of Dylan Wiliam and John Hattie. Formative assessment will drive feedback to students and be evidenced in school wide approaches.

A concentrated effort on teacher and student self reflections will drive improvement measures. A school wide commitment to ensuring students understand what they are learning, how they are progressing and what they need to do to improve. Streamlining processes in programming and professional learning will ensure greater consistency across the school with a focus on differentiating teaching and learning for students and teachers.

There will be a school wide commitment to future focused learning and creating a learning environment that inspires students to be leaders of their learning. Teachers will gain proficiency in assessing student's needs and evaluating their impact.

## 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

The literacy team researched 21st century learning and continued to embed evidence based teaching into programming with reference to the research of Hattie and William. Instructional rounds enhanced teachers ability to focus on engagement and feedback to improve student's growth. This strategy worked well and was evident in our improved NAPLAN results.

The numeracy team led 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 have commenced in order to enhance the teaching of numeracy across the school

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students with personalised learning plans achieve positive growth in NAPLAN from year 3 to year 5.	QTSS release \$50000 (RAM Equity)	On average there was approximately 70% growth in NAPLAN results from year 3 to year 5. Instructional Leader appointed leading change in practice focusing on Stage 1. Part time classroom teacher appointed to work collaboratively with Stage 2 and 3 to ensure best practice in writing.
PBL and TTFM data set reflects appropriate behaviours.	\$2000 (RAM equity)	Review of PBL policy and procedures. PBL continues to be a successful approach in supporting student behaviour
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.	\$4000 (\$2000 RAM Aboriginal; \$2000 RAM Equity)	Review of PBL and LST policies and practices
100% of students with personalised learning plans achieve growth of 1 year level cluster(s)		Staff have an increased understanding of the Literacy and Numeracy continuums with greater consistency in teacher judgement evident. Stage planning days focus on using PLAN data to personalise instruction.

### Next Steps

Leadership capacity is an important factor for students and staff to ensure success. An increased understanding of Professional Development Plans and the Australian Professional Standards for Teachers will support observations and develop our collective understanding about quality learning environments. Deepening knowledge of the School Excellence Framework and accreditation at higher levels will support our pursuit for excellence. Professional learning will concentrate on developing our full understanding of PLAN software, the literacy and numeracy progressions and its capabilities to support teaching / learning and differentiation according to student needs.

## 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 2017 York Public School implemented a number of strategies to further develop school inclusivity. Using the process 'effective quality communication that builds connections with the community' we were able to achieve some of our milestones. LED display screen in foyer and in playground were purchased to assist us in enhancing our connections with our community.

During 2017 we aimed to deepen connections with our the school community. Our 'York On Show' event to showcased performing arts encompassing our entire school's talent. On surveying parents it was evident how valuable this event is in community.

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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Accurate information is available to school community communicated through effective mediums.	\$32000 LED signs (Other Operating Expenses; Teaching and Learning)	Purchase of LED signs at entry points of school.  LED TV purchased in foyer to communicate upcoming events and celebrate school achievements.
Measure school effectiveness and efficiency against school excellence framework		Classroom observations have significantly impacted on the teaching practices and growth in student achievement. Professional learning in the School Excellence Framework has enhanced teacher understanding of this framework and equipped us in undertaking external validation.

#### Next Steps

Parent workshops will concentrate on supporting their children in their learning and whole school improvement measures. We will continue to promote community involvement through special events and celebrations organised. Building partnerships beyond the school with Universities, outside agencies and organisation will be our major focus. Review of our transition and integration programs will take place ensuring they address the needs of our students and community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$32000	<p>Professional learning increased teacher awareness and developed a deeper understanding about Aboriginal people and their culture.</p> <p>Liven Deadly Program initiated to enhance the educational opportunities of all Aboriginal students</p>
<b>Low level adjustment for disability</b>	\$100000	Instructional leader appointed to enhance the impact of teaching and learning opportunities for teachers and students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$60000	Instructional rounds and team teaching opportunities provided to ensure consistency and greater impact on learning.
<b>Socio-economic background</b>	\$55000	Guided reading and high interest texts purchased to support literacy programs. Reading Eggs and Mathletics purchased for whole school.
<b>Support for beginning teachers</b>	\$9000	Professional development plans developed with close support of supervisor. Funding utilised for additional release time. Attendance at professional development opportunities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	282	294	285	294
Girls	277	283	293	273

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	94.7	94.8	95.2
1	93.2	94	95.2	94.9
2	95.7	94.4	95	94.3
3	93.6	94.1	93.7	94.2
4	93.3	93.1	95.4	93.5
5	94.7	92.6	93.8	94.6
6	94.9	95.7	94.4	94.6
All Years	94.3	94	94.6	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

York Public School encourages regular attendance of students at school. Teachers monitor rolls each week to identify risk or patterns of absence. This is discussed regularly at stage meetings and communication meetings.

For those students who are absent for two full days in a row or within a week the parent / carer is contacted by the classroom teacher. Attendance letters are sent home to those students with concerning full day and partial attendance. If absences are unjustified or justified and causing concern the case is referred to the Principal and HSLO.

As a result of our targeted interventions and regularly

updating our attendance policy, York Public School has maintained a 94% attendance rate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	22.68
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

### 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	0

### Professional learning and teacher accreditation

Professional learning concentrated on evidenced based approaches to teaching and learning which supported a school wide cultural shift in pedagogy and understanding of best practice. Classroom practice observations reveal significant change to classroom practice demonstrating this understanding.

Many teachers maintained accreditation at Proficient level with three teachers seeking accreditation at higher levels.



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	372,619
<b>Revenue</b>	5,446,903
Appropriation	5,236,344
Sale of Goods and Services	16,819
Grants and Contributions	187,922
Gain and Loss	0
Other Revenue	0
Investment Income	5,817
<b>Expenses</b>	-5,414,983
Recurrent Expenses	-5,379,518
Employee Related	-4,908,027
Operating Expenses	-471,492
Capital Expenses	-35,465
Employee Related	0
Operating Expenses	-35,465
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	31,919
<b>Balance Carried Forward</b>	404,538

The schools finance committee consists of the Principal, the Deputy Principal and the School Administration Manager (SAM). The school budget is aligned with the School Plan and is monitored through detailed reports. The daily accounting processes are undertaken largely by the school administration staff however the responsibility of the school's financial management rests with the Principal.

The school invested a large proportion of funds to replenish and replace technology throughout the school to ensure delivery of effective teaching and learning. A large amount of funds were invested in maintaining the school grounds.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	3,679,296
Base Per Capita	91,094
Base Location	0
Other Base	3,588,203
<b>Equity Total</b>	499,891
Equity Aboriginal	34,242
Equity Socio economic	207,725
Equity Language	5,610
Equity Disability	252,315
<b>Targeted Total</b>	819,872
<b>Other Total</b>	142,681
<b>Grand Total</b>	5,141,740

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.

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.

The school's 2017 NAPLAN results demonstrate growth in all areas. There was a 16% increase in students in the top two bands in writing and a 6% increase of students in the top two bands in reading. York Public School saw considerable growth in Year 5 writing results with above state average results. Our year 3 grammar results indicate 55% of students are in the top two bands.

The schools 2017 NAPLAN results for students in Year 5 demonstrate a 14% increase of students in the top two bands with a 15% reduction of students in the lower two bands.

25% of Year 5 Aboriginal students achieved in the top two bands in reading whilst 75% gained results in the top two bands in spelling. 66% of students in Year 3 achieved results in the top two bands for grammar and

punctuation.

## Policy requirements

### Aboriginal education

York Public school is committed to ensuring all students develop an understanding, appreciation and respect for Aboriginal culture. We set high expectations for all students including Aboriginal students which is reflected in Personalised Learning Plans. Aboriginal students were involved in the Liven Deadly program with a specific culture and identity. This enabled the Aboriginal students at York Public School to host our NAIDOC week assembly and raise the profile of Aboriginal culture within our school and community.

Staff increased their understanding of Aboriginal culture and perspectives through professional development sessions and involvement in planning learning sequences for our English, HSIE and Circle Solutions programs.

### Multicultural and anti-racism education

York Public School values the diversity in our community and celebrate inclusivity through whole school assemblies and programmed units of work. Harmony Day celebrations included classroom cultural activities and culminated in a whole school assembly enhancing students' understanding and acceptance of cultural diversity.