

# York Public School Annual School Report 2014



4482

## **Principal's message**

It was with great pleasure in 2014, I accepted the appointment of Principal at York Public School. Our staff strives to work with students and their families to deliver quality educational programs that offer a diverse range of opportunities to challenge and support all aspects of students learning.

Our staff have worked to adapt the new Australian curriculum, with particular emphasis on the English and Mathematics syllabus. School initiatives, innovations and programs are structured to engage student learning. We offer student opportunities to explore their skills, talents and interests, including our continuing tradition of offering outstanding programs in the creative arts and sport.

Our school staff is enthusiastic, dedicated and support the continual development of their professional skills and knowledge so that they can provide quality education for every student.

At York we have an extremely dedicated P & C Association who provide outstanding support to the school. They are actively involved in decision making and contributing to school policy. The efforts of our committed parents in supporting fundraising events throughout the school year have allowed the school to offer our students opportunities that include working on iPads and the purchase of outdoor seating. Their continued support is very much appreciated by the entire school community.

**Kelly Paton, Principal**

## **P & C message**

During 2014 the P & C hosted many events. This included; a meet and greet BBQ, Mother's and Father's day stalls, a walkathon, cake stall and Xmas raffles.

Our most profitable event was the walkathon in May which raised \$8,452.20.

Our largest expenditure was our donation of \$10,181.82; this was given to the school to complete the update of air conditioners throughout the school.

The P & C once again donated each kindergarten child a hat to begin school.

The P & C runs the school banking program which has been a huge success. Each term on average we are able to bank \$400.00; this is commission which is given to the P & C from the Commonwealth Bank.

Our last meeting of the year included our Annual General Meeting. The new committee passed a motion to purchase new outdoor furniture at a cost of just over \$8000.00. This will be delivered to the school at the beginning of 2015.

The events and donations for the school cannot be achieved without the continued support of the whole school community.

Many thanks to our amazing volunteers who are available to assist with events and who attend our regular meetings.

**Melissa Amey, P & C President**

## Student representative's message

2014 was a fantastic year, not just for us Year 6 students but for all the students at York Public School. We have made many contributions to school life at York over the last seven years. The most memorable would have to be the fundraising efforts of the past year.

Through discos and the snail trail we have successfully raised a large sum of money to assist our school in being a place where people want to be. Resources and equipment have been purchased to assist the teaching and learning in all classrooms. Money raised also went to school excursions, Stage 3 camp and the Year 6 farewell.



As school leaders we have led many major assemblies throughout the course of the year. The most significant assemblies for us have been the ANZAC Day assembly, Education Week assembly and the special assembly organised for Ms Fiona Scott to present awards to those who visited Parliament House on our 2014 senior camp. Meeting a Major was another memorable moment we were fortunate enough to experience.



At the beginning of the year students in Year 6 were given Kindergarten 'buddies' which is a program designed to assist new students in transitioning into 'big school'. Not only did we lead students in Kindergarten, but we also led students from Kindergarten to Year 6 in the peer support program. We guided students to ensure their understanding of the school's expectations.

Some of the excursions undertaken by students this year include:

Kindergarten – Calmsley Hill City Farm

Year 1 and 2 – Powerhouse Museum

Year 3 and 4 – The Rocks and CSIRO incursion

Year 5 and 6 – 3 day camp to Canberra and the snow.



Our amazing performance groups were exceptional at the Penrith Valley Performing Arts Festival as well as at school events like Education Week and our CAPA showcase at the end of the year.

Over the years we have made many friends and have had a lot of fun learning new things. We will remember this school as a fun, bubbly place to go. The friends we have made will be friends forever. The teachers, office ladies and all the staff at York Public School are amazing. They have helped us succeed and become the people we are today. Thank you!

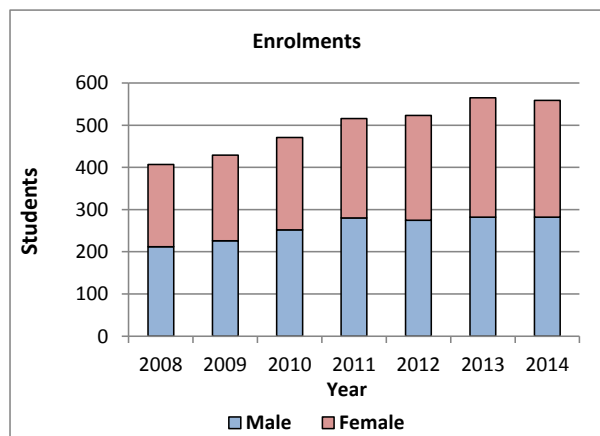
**Chelsea Brown and Dylan Foster**  
**2014 School Captains**

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	212	226	252	280	275	282	282
Female	195	203	219	236	248	283	277



Roll class	Year	Total in class	Total per year
KCS	K	19	19
KLL	K	20	20
KMW	K	19	19
K/1SR	K	14	20
	1	6	20
1JF	1	23	23
1RJ	1	23	23
1SB	1	22	22
1VG	1	18	18
2PN	2	25	25
2SG	2	25	25
2TG	2	26	26
3KP	3	28	28
3LG	3	29	29
3YS	3	28	28
3/4KD	3	9	27
	4	18	27
4KW	4	28	28
4ZL	4	28	28
4/5/6LR	4	7	27
	5	15	27
	6	5	27
5KB	5	29	29
5MH	5	29	29
6BE	6	31	31
6BR	6	30	30

## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.4	96.1	96.2	94.0	97.1	95.0
	1	94.3	92.7	95.6	94.7	95.8	93.2
	2	94.6	93.7	94.4	92.8	95.3	95.7
	3	95.3	93.5	94.8	94.6	94.4	93.6
	4	94.8	93.5	94.2	93.3	96.7	93.3
	5	93.6	94.2	94.1	93.9	93.1	94.7
	6	95.2	92.2	93.9	94.2	97.2	94.9
	<b>Total</b>	<b>94.8</b>	<b>93.8</b>	<b>94.8</b>	<b>94.0</b>	<b>95.7</b>	<b>94.3</b>
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teachers	
Classroom Teacher(s)	24
Teacher of Reading Recovery	1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	
School Counsellor	1
School Administrative & Support Staff	12
<b>Total</b>	<b>46</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently York Public School has one Aboriginal teacher as part of the composition of the school workforce.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	<b>100%</b>
Postgraduate	<b>85%</b>

## Professional learning and teacher accreditation

Research proves the greatest effect to student learning is teacher expertise. Therefore throughout 2014 the staff have engaged in a variety of Professional Development activities. All teachers underwent Focus on Reading training, developing their best practice in comprehension, reading fluency and vocabulary development.

Online learning provided teachers with deep understanding, knowledge and skills around setting expectations and student goals in relation to managing student behaviour.

Professional Development relating to the new curriculum for Mathematics, Science and History continued in preparation for syllabus implementation in 2014. These sessions provided teachers with expertise relating to classroom programs and student outcomes as specified in the board endorsed documents.

In addition to whole school professional development 2014 saw the introduction to a regular professional learning each Wednesday afternoon. These sessions were optional and related directly to student needs and teacher interest. The sessions included: Phonemic Awareness, Phonics, Comprehension, Report Writing, Mathematics and The Gifted and Talented Project.

## Beginning Teachers

A beginning teacher was supported by the Assistant Principal. The support included individual professional learning on school programs, planning and assessment. There was additional support for writing student reports.

## **Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
<b>Income</b>	\$
Balance brought forward	200899.33
Global funds	336737.63
Tied funds	456847.62
School & community sources	121525.50
Interest	9124.69
Trust receipts	27671.37
Canteen	0.00
Total income	1152806.14
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	57293.62
Excursions	56335.59
Extracurricular dissections	26525.13
Library	6372.00
Training & development	5379.49
Tied funds	392880.52
Casual relief teachers	131176.31
Administration & office	44319.14
School-operated canteen	0.00
Utilities	70933.98
Maintenance	28432.35
Trust accounts	24147.52
Capital programs	14349.00
Total expenditure	858144.65
<b>Balance carried forward</b>	294661.49

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

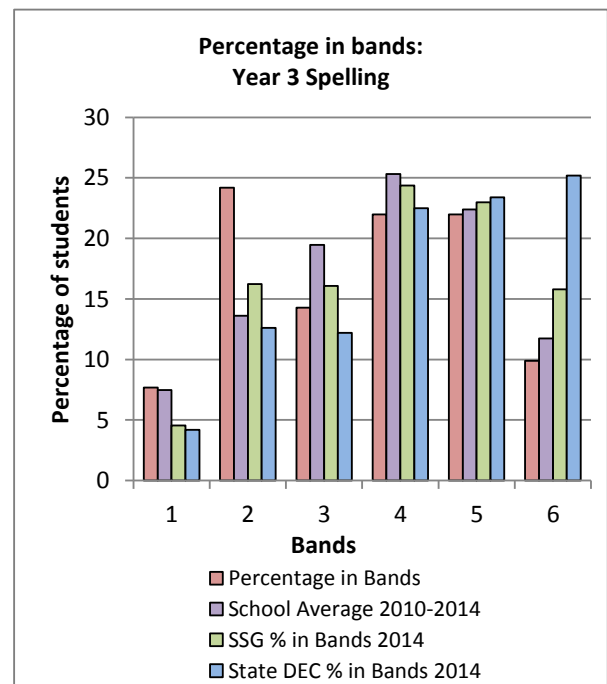
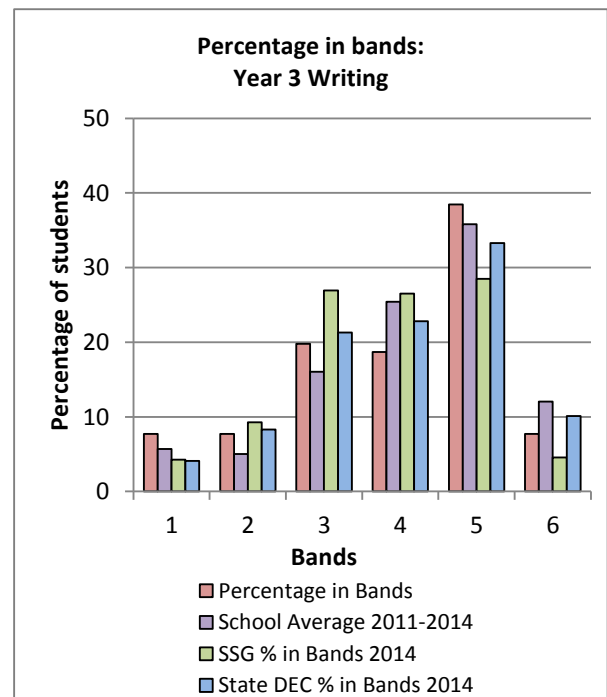
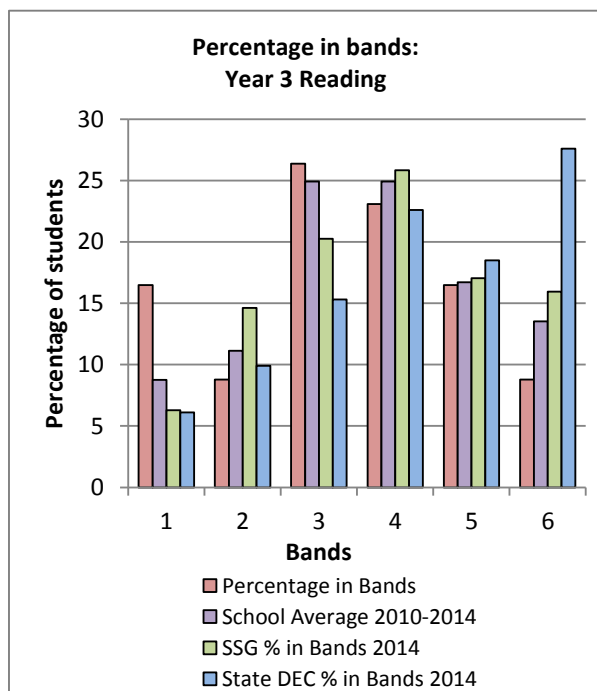
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

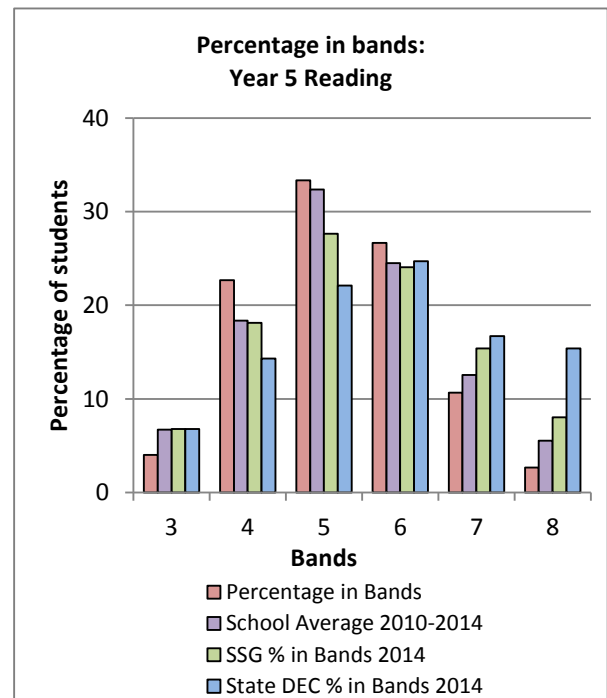
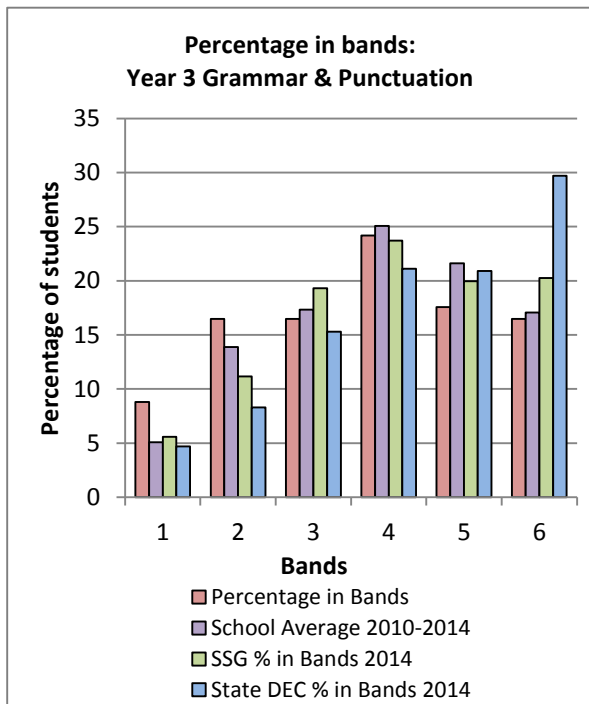
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

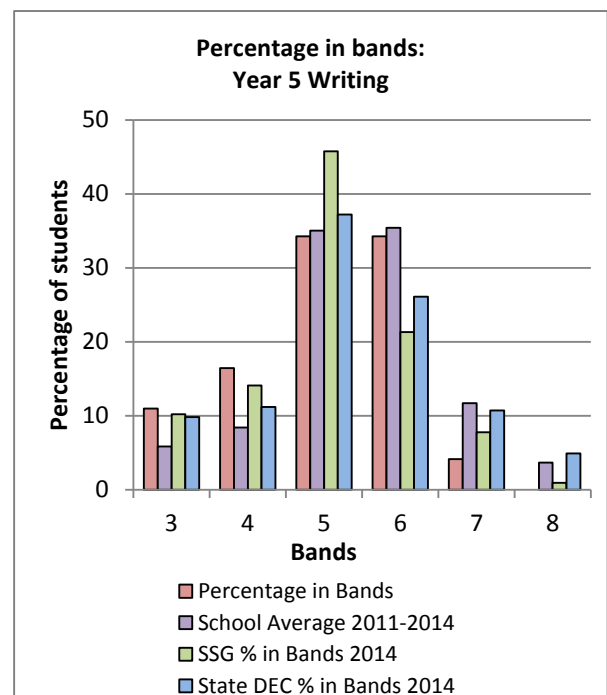
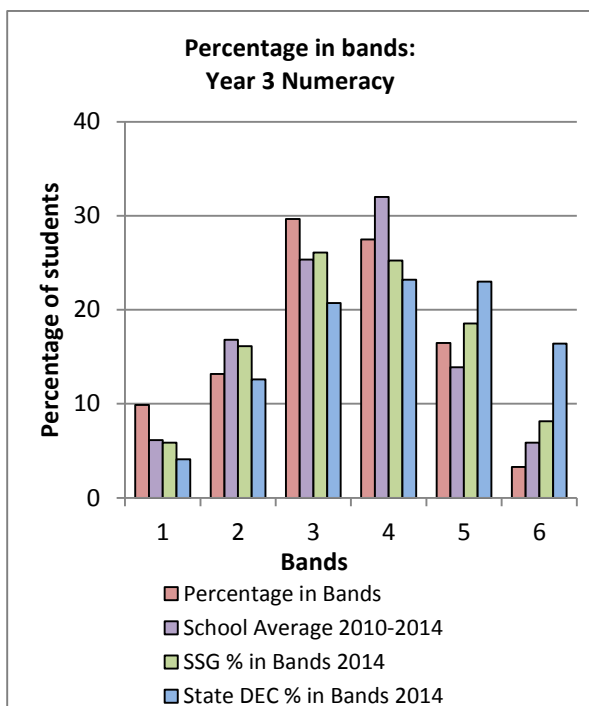
**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



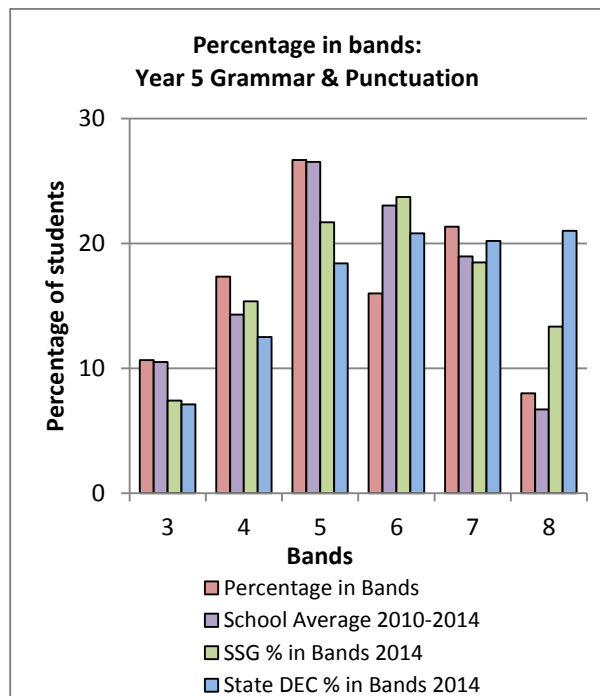
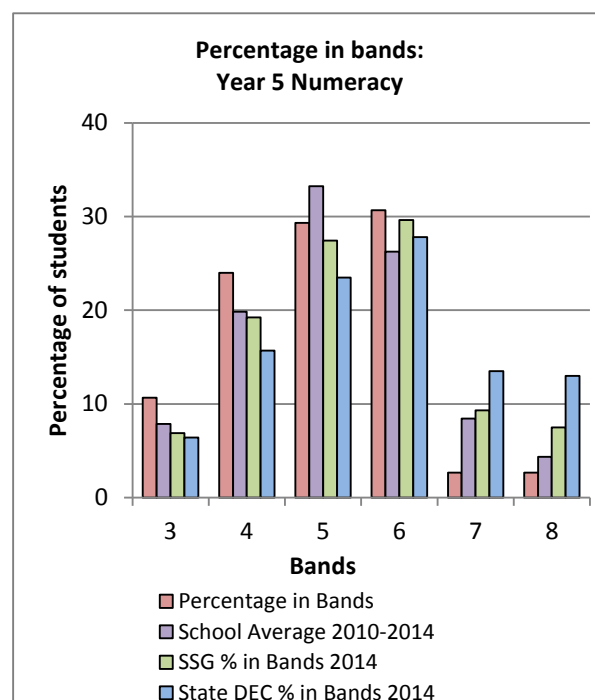
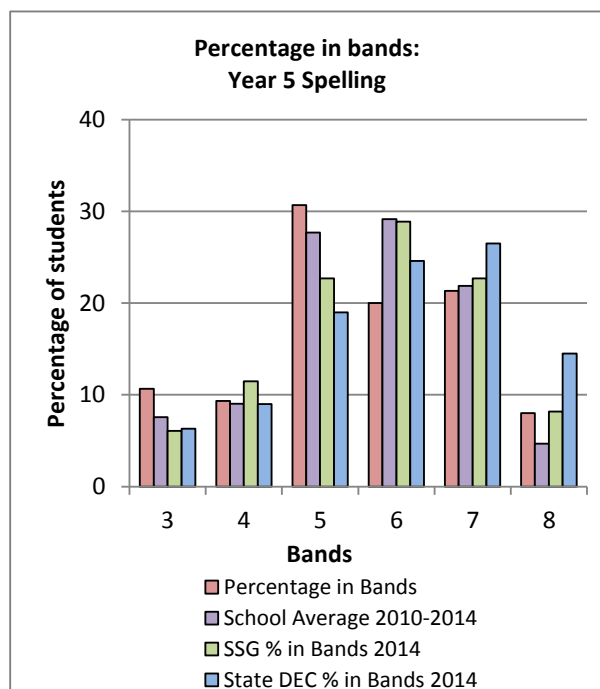
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



**NAPLAN Year 3 - Numeracy**



## NAPLAN Year 5 – Numeracy



Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	75.5	52.9	77.3	81.3	82.2
SSG	80.8	74.5	80.1	94.7	80.6
State DEC	83.7	74.0	79.2	85.7	78.8

Average progress in Writing between Year 3 and 5*		
	2011-2013	2012-2014
School	45.9	45.3
SSG	54.2	50.1
State DEC	55.2	49.3

Average progress in Spelling between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	82.2	76.4	93.7	89.9	90.0
SSG	85.3	77.2	94.5	87.2	87.8
State DEC	84.5	75.4	95.4	84.9	80.6

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	84.6	59.4	68.1	60.8	75.9
SSG	94.9	81.9	79.4	86.6	77.6
State DEC	96.6	82.7	81.3	79.4	79.5

Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	64.6	74.2	100.6	87.3	86.9
SSG	85.6	93.2	91.0	85.6	90.0
State DEC	89.6	95.8	98.2	89.7	89.1

## Other achievements

### Debating

This year we had two teams compete in the Premier's Debating Challenge. Four of our students attended the Western Sydney debating camp in March. Eight of the debaters attended a debating training day coordinated by the Arts Unit at Blaxland East Public School. Our Year 6 team won the regional cluster but were defeated at the state quarter finals.

### Chess Team

The school chess club has continued to achieve fantastic results this year. Students from all grades have participated in school training and at district, regional and state competitions. The team has successfully competed in many tournaments, securing individual and team awards.



### Arts

2014 saw the following highlights in the area of performing arts:

- Performances at the Penrith Valley Performing Arts Festival by our choir, ukulele group, drumming group, and the senior and junior dance groups.
- The growth in members of the school concert band.
- Production of the 'York on Show' performing arts showcase.
- School band involved in watching the Sydney Symphony Orchestra program.
- Senior choir students performing at the PULSE festival, which included a performance on stage at the Sydney Opera House.

## SPORT

### Annual Sporting Carnivals

Our annual swimming, cross country and athletics carnivals are always occasions for great enthusiasm from both parents and students. House pride is on the line each year and the intense rivalry between all houses is evident when students give their all in every race. We are grateful for the level of parent support received, as without it carnivals would not run as smoothly.

### PSSA

This year, York entered six cricket teams and two T-ball teams to participate in summer sport at Jamison Oval. This enabled a record number of students to participate in team sport. Two of the cricket teams received runner-up certificates in the cricket competition.

During winter sport, York entered four netball teams, two rugby league teams, two boys' soccer teams and two girls' soccer teams. This was also a record number of students representing York at PSSA, with the introduction of girls' soccer to PSSA. The junior girl's netball team finished second place and the junior boy's rugby league team won the Penrith PSSA Rugby League Competition.

### One Day Competitions

In Term 2, The York Senior Rugby League teams participated in the Greg Alexander Shield Knock-out Competition. In Term 3, York Junior Rugby league team participated in the Greg Alexander Shield. The junior team was extremely competitive reaching the semi-finals. The team reached the grand final but unfortunately were defeated.

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 and the cricket teams in a local Milo Cup and Alice Perry challenge.

### **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 skills required to play and then rules of the game. The groups were rotated between teachers to expose students to different sports and skills.

### **National Partnerships**

In 2014 York Public School received the remainder of the Improving Literacy and Numeracy National Partnership funding. This funding provided opportunity for a Professional Learning co-ordinator throughout 2014. This allowed collegial discussions regarding the elements of best practice, observation and class support.

Building on a consistent structured approach to comprehension, reading fluency and vocabulary development teachers also tracked and monitored student development on the literacy continuum and recording the data on the PLAN software. Teachers embarked on the journey to evidence based assessment featured in their teaching/learning programs.



In addition to support, resources have been procured. Quality guided reading books, e-books, rich texts and novel sets have been purchased to enable teachers to engage students and deliver quality inclusive education.

### **Grandad's Garden**

This garden is now into its second full year of establishment. It was originally designed to support our commitment to the welfare and safety of our students by providing a safe haven garden for students to explore during break times.

The garden gives our students a place to sit quietly to talk or just to think. With its numerous paths running through the garden, logs and rocks to climb over and the water feature to watch, it has become a place where student's imagination can take over as they explore the garden. The popularity of this space has seen a regular playground duty being added to the timetable.

Classes also use the area for quiet reading activities, nature investigation or as a stimulus for creative writing.

In the afternoons the garden is a popular meeting venue for parents and pre-schoolers. At the start of the garden, visitors are welcomed by 24 Aboriginal friendship poles that have been created by our Aboriginal students and a local artist. These poles indicate that everyone is welcomed at York.



## **Multicultural Education**

Our school has always been very inclusive welcoming families from over 40 different cultural backgrounds. Our staff recognise the importance of values and the benefits to be gained by having students from these varied and diverse backgrounds which is evident through various units of work studied by students.

We celebrate Harmony Day each year in March with a whole school concert. Each class participates in the making of a mural promoting harmony in our community. The continuation of the development and use of Grandad's Garden emphasizes our commitment to the promotion of harmony and cultural differences.



Harmony Day 2014

## **Significant programs and initiatives – Policy and equity funding**

### **Aboriginal Education**

At York we have high expectations for Aboriginal students and this was reflected in Personalised Learning Plans for all Aboriginal students. . The process of developing learning plans for our Aboriginal students has been refined and continues to support student learning. In 2014 we established an Aboriginal group to promote Aboriginal culture through storytelling and art. York has continued to maintain Grandad's Garden as a focus point for our Aboriginal community and whole school awareness of traditional culture. In 2014 our Aboriginal and Torres Strait Islander flags have found a permanent place in the school hall as an

acknowledgement to the traditional owners of our great school grounds. We continued to celebrate NAIDOC week to raise the profile of the Aboriginal culture within the school community.

### **Learning and Support**

The learning support team at all times seeks to implement the Department of Education and Communities 'Every Student, Every School' policy within a cohesive, student focused framework that seeks to build school community capacity in supporting all students with complex learning needs.

Our purpose in 2014 was to facilitate and coordinate a whole school approach to improving the learning outcomes of students. This was achieved through a review of data and systems that recognised students across K-6 who required adjustments to learning programs. The team reviewed and coordinated the planning process and targeted the resourcing of students with learning needs. The team was able to better target students needing additional support.

### **Socio-economic background**

At York our school has raised the expectations of students, teacher and executive in 2014, executive, In 2014 we examined opportunities that would enhanced students' access to a wider range of curriculum learning experiences, including 21<sup>st</sup> century learning tools, excursions and incursions. We have re-examined classroom and school organisation by looking at timetables and break times to optimise learning. We have had teacher professional learning focused on an agreed improvement in the quality of teaching and learning, increasing the level of students' participation and engagement in learning.

### **Low Level adjustment for Disability**

The Learning and Support Team has worked to build teacher's capacity in delivering adjustments with the focus being the student at all times. The team and school staff always work to develop collaborative partnerships with parents/carers, other professionals and the wider school community to ensure students receive quality teaching and support to maximize student learning.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Discussions and forums with teachers
- Discussions with the P&C
- Inviting written feedback from parents on future directions
- Surveying students as part of the PaVe project regarding.

The past year has seen the continuation of work on the school's strategic plan. This plan, along with regular progress evaluations and strategic reviews, has contributed to the following attainments in 2013 and 2014.

### **School planning 2012-2014:**

#### **Strategic Direction 1**

Whole school systematic delivery of a 21<sup>st</sup> century approach to quality teaching and curriculum focused on innovative learning and measurable growth and performance.

#### **Purpose**

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

### **Strategic Direction 2**

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.

#### **Purpose**

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.



### **Strategic Direction 3**

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

#### **Purpose**

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

## School planning 2012—2014:

### School priority 1

The improvement of all students' achievements in reading, spelling and grammar.

#### Outcomes from 2012–2014

- Teacher training in Reading Comprehension K-2 and Focus on Reading 3-6.
- Use of external assessment data and learning continuums in class programs
- Improved performance in reading and comprehension.

#### Evidence of progress towards outcomes in 2014:

Student progress is tracked and monitored against the literacy continuum criteria, using the PLAN software and manual tracking sheets for all students.

Classroom practice is informed by evidence based assessment and student data and reflected in all teaching learning programs

Collaborative program in English including professional dialogue focusing on Explicit Teaching, Best Practice strategies and consistency in teacher judgement.

In Year 3, 49.4% scored band 4 or above in Reading.

In Year 5, 73.4% scored band 5 or above in Reading.



### School priority 2

The improvement of all students' achievements in numeracy.

#### Outcomes from 2012–2014

- Improved performance of students K-6 in number
- Increase the range of resources to support quality teaching.
- To have 95% of students achieve at or above the national mean standard in numeracy

#### Evidence of progress towards outcomes in 2014:

Student progress is tracked and monitored against the numeracy continuum criteria, using the PLAN software and manual tracking sheets for all students.

Quality resources purchased to enable the explicit teaching of key ideas conceptual pathways in mathematics.

In Year 3, 47.3% scored band 4 or above in Numeracy.

In Year 5, 65.4% scored band 5 or above in Numeracy.

## **Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

York Public School takes great pride with its involvement in the local community. Healthy communication between parents and community, students and staff is encouraged. The development of the school web site has proved very popular.

In 2014 York continued with our own Facebook page. This page has proved to be extremely popular as it ensures quick access to all parents and the local community.

This year we were part of the PaVe project. Their responses are presented below.

At the end of 2014 our Year 3 and Year 4 students took part in a project aimed at preventing anxiety and victimisation in schools. The initial part of this project was an online survey.

The results from York Public School students with this survey showed:

- 5% of our Year 3 and 4 students reported repeated bullying behaviours
- More than 10% indicated they would fight back or hit and push if being bullied.
- 32% reported separation anxiety and 25% social anxiety.

During 2015 the students (now in Year 4 and 5) will be working with Macquarie University in a program titled 'Cool Kids – Taking Control'. This program is designed to reduce incidents of bullying, anxiety in children and providing a safer model for children to use to reduce victimisation.

Our students are also completing a survey from KidsMatter, an Australian Federal Health Program, that indicates their attitude to school, how safe they feel at school and their confidence in talking out problems.

All this information will be collected and will help in making our school a safe learning environment.

In addition, our teachers were asked what elements of our school could be improved, to help form our plans for 2015-2017. These have been embedded in the new school plan. Our P&C were included in these conversations, and the school community invited to return their ideas for their dreams for the child's future learning at York Public school.

From this we have defined our school's purpose for the future to be

"Enable students to become successful lifelong learners, who are resilient, realise their full potential and become effective members of society."

## **Future Directions 2015-2017 School Plan**

The NSW Department of Education and Communities is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kelly Paton - Principal

Ross Sinfield – Deputy Principal

Stephanie Meaney – Assistant Principal

Sean Grady – Assistant Principal

### School contact information

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School Code: 4482

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>