

# YORK PUBLIC SCHOOL Annual Report



4482

2015

## Introduction

The Annual Report for 2015 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.

Kelly Paton  
Principal

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## Message from the Principal

York Public School has enjoyed an exciting, challenging and rewarding 2015. The school enjoys an excellent reputation within the Penrith area and broader community. York students have achieved strong academic and sporting successes, as well as great progress on a cultural and welfare programs. The achievements can be attributed to the school's dedicated staff, supportive parents and enthusiastic students.

An extensive range of extracurricular activities are offered and include choirs, dance groups, ukuleles, drumming group, debating, public speaking, chess and a range of interschool sporting competitions. Throughout 2015 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 'Pride in Achievement' to always seek to do their personal best, to do their best with class work and to show compassion and concern for their fellow students.

Our school has continued to enjoy support from the school community. Parents willingly assist in classrooms, at sporting events, on excursions, and in a variety of ways for special school activities. The P & C Association continued to provide outstanding support to the school. They have contributed in decision making to inform school policy and have worked tirelessly supporting school programs, representing the opinions and interests of the parent body and raising financial support.

A huge thanks is extended to our staff, who are extremely dedicated to our school and often 'go above and beyond' in order to provide the best for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## P&C Message

What a great 2015 for the York Public School P& C Association.

We held a number of small fundraisers (mother's and father's day stalls and a Christmas family disco). Our major fundraising event was our school walkathon. This event raised over \$7000 for the school. As a result of the fundraising the P&C were able to purchase iPads for the school. This was to the value of \$11000. At the beginning of the year we supplied each member of kindergarten with a school hat.

This year the P&C Association received approval from the Minister of Education to become Incorporated. A certificate of Incorporation will be displayed in the school office.

Once again it has been a successful year for the P&C. I thank the executive committee, school staff and community for their hard work and support.

**Melissa Amey**  
**P&C President**



## 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 575 students. The school currently has 22 mainstream classes and one Autism Support Unit. 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 provide a cohesive, happy and successful school.

The dedicated staff delivers engaging teaching and learning programs that foster the academic, social and emotional needs of all students. There is a continual focus on integrating technology across all curriculum areas. Students are encouraged to engage in extra-curricular activities including sport, choir, drama, ukuleles, band, chess, public speaking and debating.

## Self-assessment using the School Excellence Framework

This year our school our school undertook self-assessment using the Elements of the School Excellence Framework. Our self-assessment took the form of a self-reflection. Throughout the process data was collected by scoring present school practices against element descriptors in stage groups.

Within the Learning domain of the School Excellence Framework the data revealed that a positive learning culture is present and student engagement, well-being and attendance monitoring are areas of strength. There is a strong link shown between school expectations and the explicit teaching of expected behaviour which enhances wellbeing and can contribute to improved student outcomes. A considerable asset of York Public School is the array of extra-curricular activities provided to enhance student development. In 2016 consideration will be given to younger students to access these activities. A focus for 2016 is to achieve 'a year's growth in one year' for all students.

In relation the Teaching domain of the School Excellence Framework the data provided positive outcomes in relation to Effective Classroom practice. The data revealed that teachers regularly review and revise teaching and learning programs in order to provide appropriate curriculum reflecting student needs and syllabus outcomes. Teachers embed authentic assessment tasks which provide student data to inform future teaching. Through the use of planning days opportunities to cultivate collaborative practice and consistency in teaching judgement have had positive outcomes on classroom programs. In addition the data reflected the committed to and involvement in the ongoing development of teaching as a profession. Teachers are committed to maintain and develop their professional standards.

Finally within the leadership domain of the School Excellence Framework provided information in regards to leadership and the school community. Data exhibited positive community partnerships and attitudes exist. York Public School is an open and welcoming environment. The leadership team works within an organisational structure in line with all legislative requirements and obligations. A highlight of 2015 has been the extensive resourcing of classrooms with technology, novel sets, guided and home readers. A substantial percentage of the budget has been dedicated to these purchases. Resources have been targeted to enhance the development of early literacy skills and equip students with the skills to interact with 21<sup>st</sup> Century tools.

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

## 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.

### Overall summary of progress

In 2015 York Public school developed a plan around the fundamental needs of students. Throughout the year the staff rigorously pursued the development of 21<sup>st</sup> Skills and pedagogy. The achievements were reflected in the purchase and use of 21<sup>st</sup> Century tools and the addressing of the Quality Teaching framework.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
<b>Quality Teaching</b>	Stage planning sessions developing agreed outcomes, assessments, objective and themes. Teachers engaged in Professional learning in best practice and the Quality Teaching Framework Teachers identify Quality Teaching elements in programs. Critical friend observations and feedback implemented. Whole school scope and sequence in Mathematics developed with outcomes objectives clearly outlines. English units of work developed collaboratively.	\$21000
<b>21<sup>st</sup> Century Learning</b>	Teachers have participated in Professional Learning in relation to 21century tools – iPads, think pads and interactive whiteboards. Teachers engaged in Professional Learning around the Pedagogy behind 21 <sup>st</sup> century learning. Teaching incorporates creative and critical thinking aspects in teaching programs. School purchased iPads, think pads and interactive whiteboards. Teachers incorporated these 21st Century tools classrooms programs.	\$8500
<b>Effective use of data</b>	Early career teachers PD in use of PLAN data Teachers plot students on tracking sheets and enter data on PLAN software. Teachers plot students of PLAN data and use this to inform teaching practices. NAPLAN reflected and embedded in units planned PLAN data reflected and identified in teaching and learning programs. PLAN and NAPLAN data is used to inform teaching practices and embedded in teaching /learning programs.	\$8800

### Next steps

In 2016 York Public School will investigate and participate in Quality Teaching rounds. An Action Research project relating to 21<sup>st</sup> Century Learning will be conducted.

## Strategic Direction 2

To develop an approach which focuses on enhancing individual strengths, a love of learning and developing the 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.

### Overall summary of progress

We assessed the progress of this direction through self-reflection and evaluation. Our behaviour framework, 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 been rolled out for the staff K-6. The attendance policy has been implemented across the school and provided support for families experiencing difficulty with school attendance.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b>	<b>Progress achieved this year</b>	
100% of students with personalised learning plans achieve growth of 1 year level cluster(s)	We have reviewed and implemented robust systems and practices for our Individual Learning Plans, and in 2016 will seek to review the progress of students.	\$13000
PBL data set reflects appropriate behaviours	PBL data is very positive, and reflects appropriate behaviours.	\$4000
Maintain attendance rates in line with state average across K-6 and improve ATSI attendance rates to 90% or above for all ATSI students	We have reviewed and implemented robust systems and practices for our Individual Learning Plans, and in 2016 will seek to review the progress of students.	\$32000
100% of students with personalised learning plans achieve positive growth in NAPLAN from year 3 to year 5	In 2016 will seek to review the progress of students from years 3 to 5 who have these plans. Positive growth will be the target for all of these students.	\$9100

### Next steps

In 2016 we will consolidate and adjust the direction to focus on personalised learning and student wellbeing. We will begin the Kidsmatter training in mental health for all staff and representatives of our P&C in term 1. Success with this initiative will be measured through the Tell Them From Me survey. The Got It program will be implemented for K-2 focussing on support of families and early intervention in the area of student wellbeing. A Kidsmatter committee will meet on a regular basis to oversee the implementation of these programs and initiatives and track our progress throughout 2016. We will build a common understanding of personalised learning ready for implementing whole school training in this area during 2017

## 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.

### Overall summary of progress

Through 2015 York Public school implemented a number of strategies to further develop school inclusivity. Through the development and consolidation of efficient communication strategies we enhance partnerships. The expansion of the support unit and the additional structures enhance our schools positive culture. The schools excellence framework has provided additional information needed to further enrich the positive culture.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b>	<b>Progress achieved this year</b>	
Effective Quality Communication	The school community participated in the Tell It From me survey. School communication avenues were strengthened.	\$3000
Transition	High School transition program was implemented Kindergarten Orientation and transition program was successfully executed. New support classes orientation and transition to school program was initiated.	\$3500
Quality educational Settings	School excellence framework data was collected to inform future school directions	\$2400

### Next steps

During 2016 it is anticipated that deeper communication avenues will be opened. This will include parent information sessions on our school's teaching and learning. Transition programs to high school will be investigated with the expectation that year 6 students and teachers will adopt technology processes utilised in the high school This may enhance the student's transition to year 7. Parent partnerships will be enhanced through activities coordinated by the P & C and include a school Fete and opportunities to discuss their child's school life at YPS. We will have ongoing data collection from the 'Tell Them From Me' survey to utilise the data and chart improvements in our learning environment. Rigorous self-evaluation using the School Excellence Framework will include our relationships with our school community.

## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	SLSO's employed to support student learning. Student PLP's were evaluated and revised. A Norta Norta group was established targeted literacy levels.	\$32000
<b>English language proficiency funding</b>	Teachers differentiated curriculum. Teacher support was provided through professional development and additional resources.	\$6400
<b>Socio-economic funding</b>	Guided readers were purchased, providing quality texts. In addition text sets were purchased to support English units. The Reading Recovery teacher provided additional support to student's kindergarten to year 2 in literacy.	\$45000
<b>Low level adjustment for disability funding</b>	PLP's and specific goal setting for students in OOHC and on NCCD were designed, with teachers released for the purpose. Learning support Coordinator released to oversee all processes relating to specified students.	\$57000
<b>Support for beginning teachers</b> Funding for additional release time, attendance at professional development activities, coaching and mentoring.	Funding has been utilised to provide additional release time each week to ensure the completion of mandatory documents. Mentoring and support has been provided to ensure the development of teaching strategies and a deep understanding of literacy/numeracy continuums and relevant syllabus documents. Accreditation of beginning teachers at proficient level.	\$14000 beginning teacher grant.
Other school focus areas	Impact achieved this year	Resources (annual)
Development of 21 <sup>st</sup> Century tools	Purchase of think pads and iPads for student use. The expansion of digital technologies across the school has enhanced student engagement.	\$32000



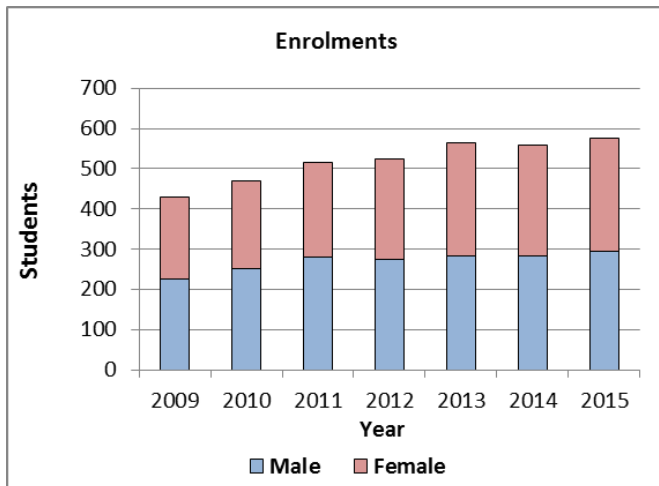
## Mandatory and optional reporting requirements

### 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	2009	2010	2011	2012	2013	2014	2015
Male	226	252	280	275	282	282	294
Female	203	219	236	248	283	277	283



### Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		96.1	96.2	94.0	97.1	95.0	94.7
	1		92.7	95.6	94.7	95.8	93.2	94.0
	2		93.7	94.4	92.8	95.3	95.7	94.4
	3		93.5	94.8	94.6	94.4	93.6	94.1
	4		93.5	94.2	93.3	96.7	93.3	93.1
	5		94.2	94.1	93.9	93.1	94.7	92.6
	6		92.2	93.9	94.2	97.2	94.9	95.7
	<b>Total</b>		<b>93.8</b>	<b>94.8</b>	<b>94.0</b>	<b>95.7</b>	<b>94.3</b>	<b>94.0</b>
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>		<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>



### Structure of classes

Roll class	Year	Total in class	Total per year
KA	K	21	21
KB	K	21	21
KM	K	21	21
KS	K	20	20
1A	1	19	19
1G	1	21	21
1J	1	22	22
2LL	2	24	24
2VG	2	25	25
2YS	2	23	23
3R	3	29	29
3W	3	29	29
4SG	4	30	30
4TG	4	30	30
4ZL	4	30	30
5D	5	29	29
5H	5	30	30
6BE	6	29	29
6BR	6	29	29
1/2R	1	9	25
	2	16	25
3/4/5LR	3	18	30
	4	6	30
	5	6	30
5/6B	5	15	30
	6	15	30

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	
Classroom Teacher(s)	26
Teacher of Reading Recovery	1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	13
Other positions	0
<b>Total</b>	<b>49</b>

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

At York Public school there is one member of staff of Aboriginal composition.

### **Teacher qualifications**

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

<b>Qualifications</b>	<b>% of staff</b>
Undergraduate degree or diploma	<b>100%</b>
Postgraduate degree	<b>85%</b>

### **Professional learning and teacher accreditation**

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. A teacher was accredited at Proficient level in 2016.

## Financial information

### Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
<b>Income</b>	
Balance brought forward	294661.49
Global funds	381550.23
Tied funds	514882.88
School & community sources	169786.34
Interest	9067.79
Trust receipts	23795.24
Canteen	0.00
<b>Total income</b>	<b>1369948.73</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	59216.65
Excursions	79475.10
Extracurricular dissections	36117.08
Library	8031.02
Training & development	11106.79
Tied funds	537417.85
Casual relief teachers	108763.01
Administration & office	57950.08
School-operated canteen	0.00
Utilities	69076.91
Maintenance	42935.58
Trust accounts	26419.58
Capital programs	0.00
<b>Total expenditure</b>	<b>1010090.07</b>

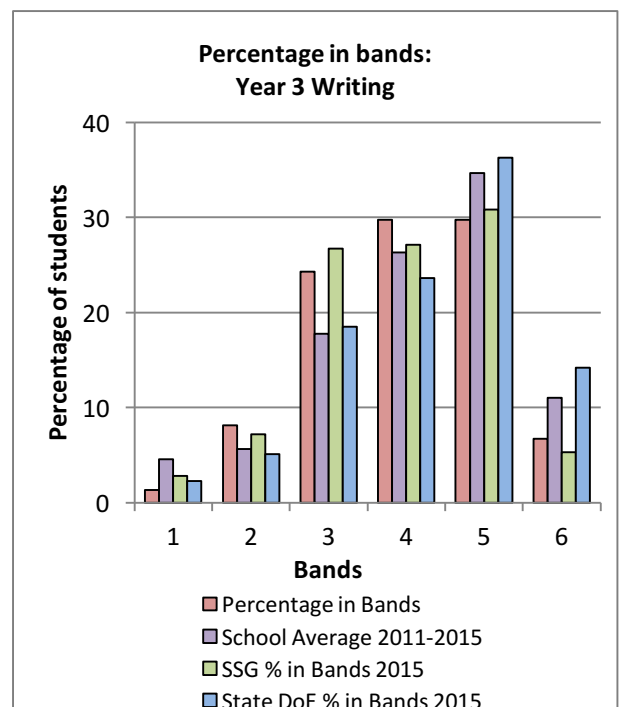
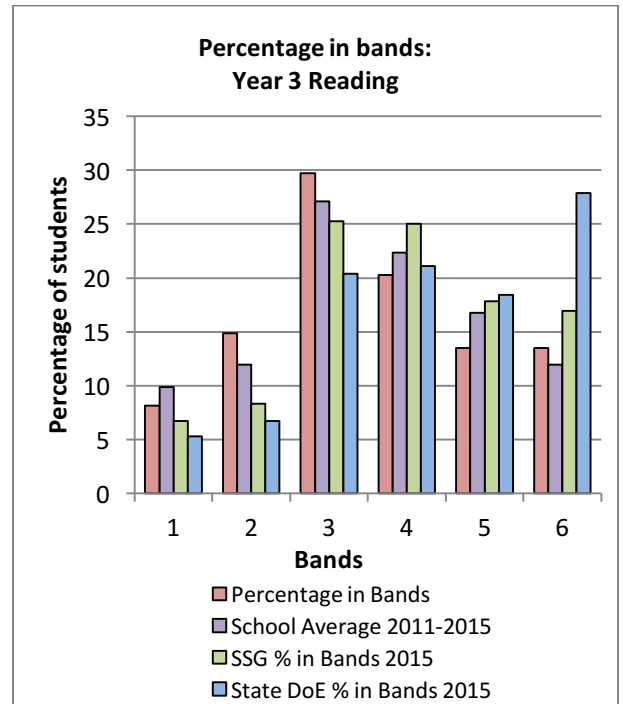
## School performance

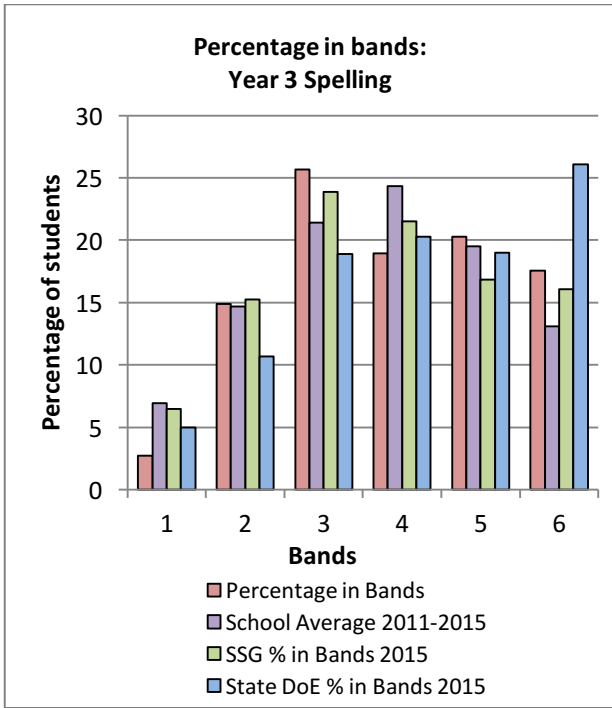
### NAPLAN

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

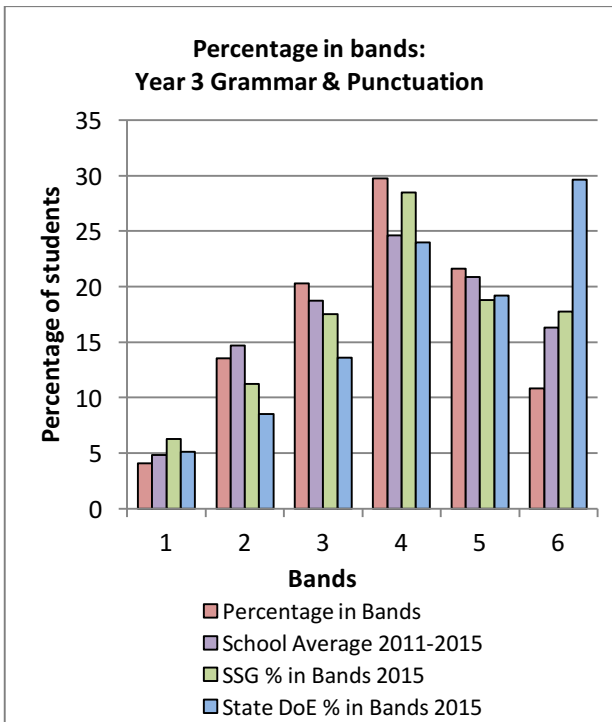
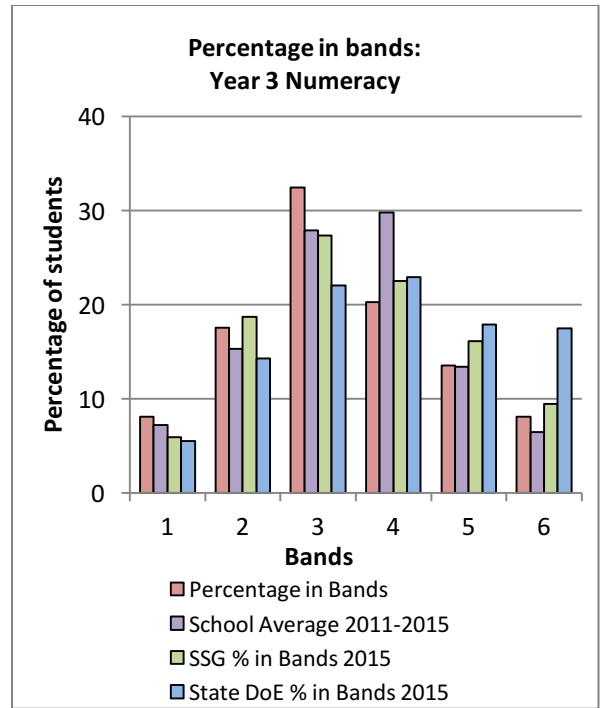
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN YEAR 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

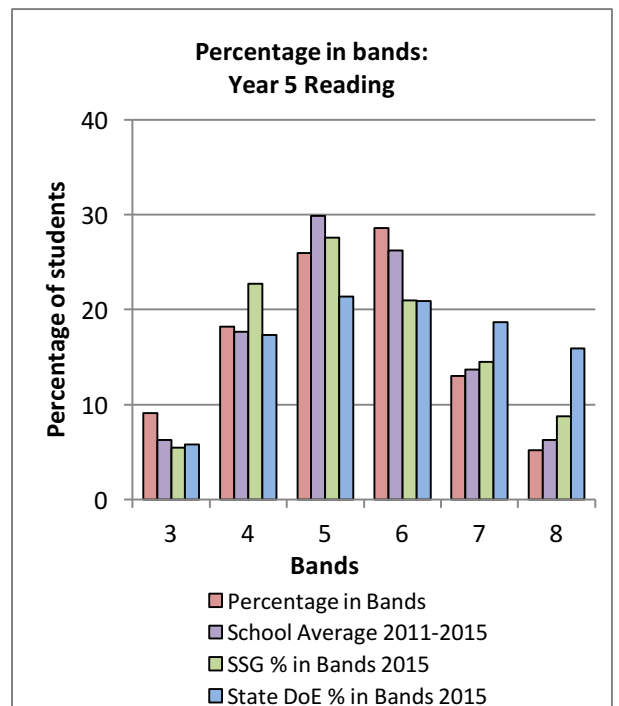


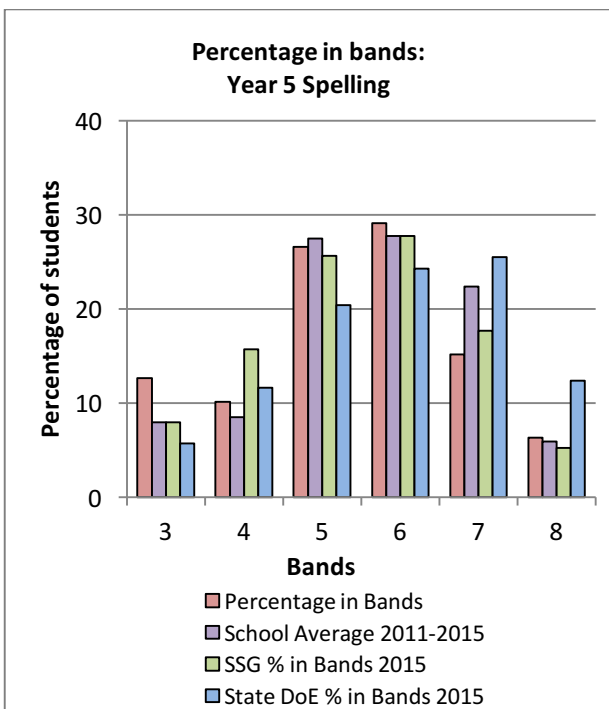
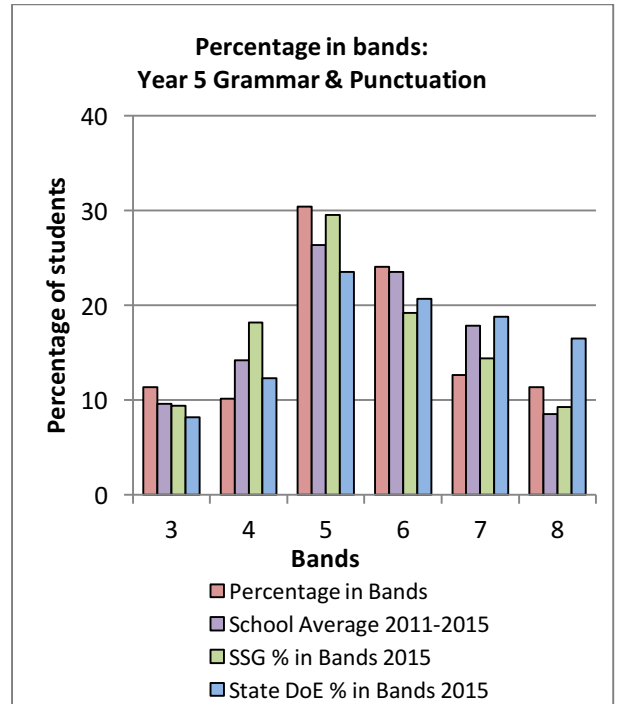
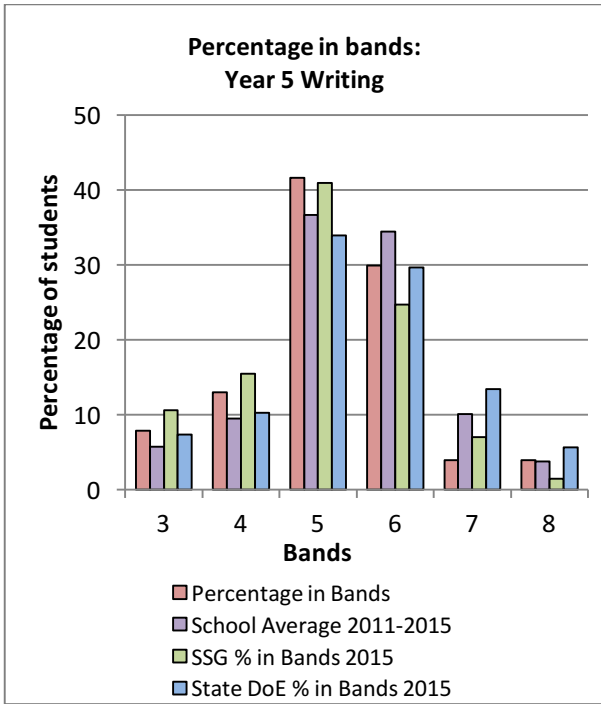


### NAPLAN YEAR 3 - Numeracy

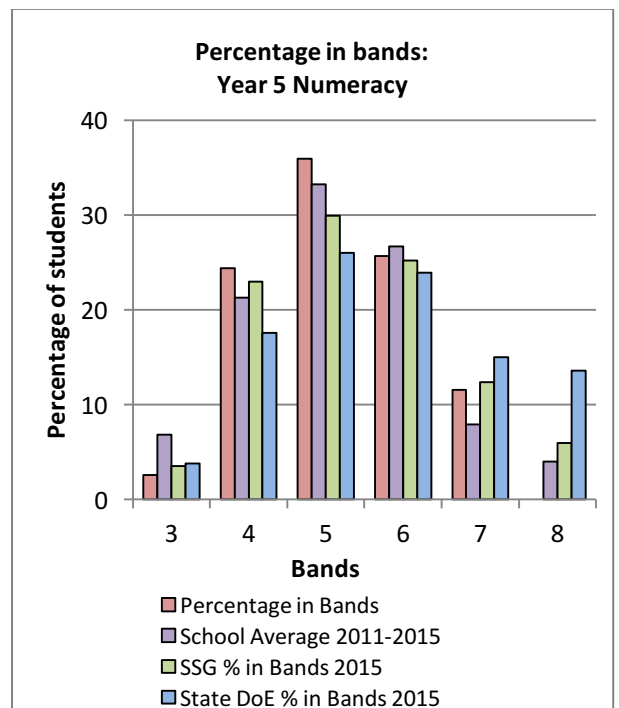


### NAPLAN YEAR 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





### NAPLAN YEAR 5 - Numeracy



Average progress in Reading between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	52.9	77.3	81.3	82.2	74.9
SSG	74.5	80.1	94.7	80.6	71.3
State DoE	74.0	79.2	85.7	78.8	76.4

Average progress in Writing between Year 3 and 5*			
	2011-2013	2012-2014	2013-2015
School	45.9	45.3	48.2
SSG	54.2	50.1	54.5
State DoE	55.2	49.3	61.3

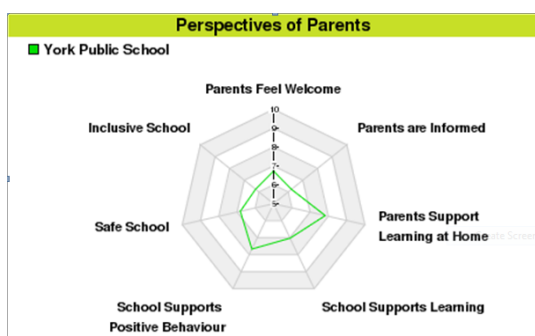
Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	76.4	93.7	89.9	90.0	81.3
SSG	77.2	94.5	87.2	87.8	82.4
State DoE	75.4	95.4	84.9	80.6	83.9

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	59.4	68.1	60.8	75.9	63.7
SSG	81.9	79.4	86.6	77.6	64.1
State DoE	82.7	81.3	79.4	79.5	71.2

Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	74.2	100.6	87.3	86.9	80.1
SSG	93.2	91.0	85.6	90.0	90.4
State DoE	95.8	98.2	89.7	89.1	94.1

## Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes eight separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).



## Policy requirements

### Aboriginal education

York Public School has an 11% enrolment of Aboriginal students. We are committed to strengthening the partnerships between Aboriginal families and local AECG's. Throughout 2015 personalised learning pathways for Aboriginal students have been refined and collaboratively developed to ensure the achievement of all Aboriginal students.

All executive teachers have undertaken professional development in the 8 Ways of Learning to increase their knowledge and understanding of how Aboriginal students learn. School leaders led the collaborative development of appropriate units of work to ensure effective teaching and learning for Aboriginal students and to ensure that all students learn about Aboriginal culture, histories and experiences. We are committed to ensuring all students are aware of and connected to culture.

Higher student engagement for Aboriginal students is evident in classrooms with increased attendance of Aboriginal students over the course of this year. 2015 saw a slight increase in attendance for our Aboriginal students. Students are regularly informed about progress of goals and are active participants in their personalised learning plans.

All teachers once again revised their knowledge of the Aboriginal Education and Training Policy and reaffirmed their commitment to its aims and targets. Effective partnerships are being strengthened with the Aboriginal community through active involvement in decisions related to student personalised learning pathways. Teachers communicate regularly with Aboriginal families in the development of personalised learning strategies and work together to create a culture of high expectations that supports improvements in student wellbeing, engagement and educational outcomes.

A High School transition program targeting Aboriginal students was initiated this year with our local High School. In addition to regular High School Transition days Aboriginal students in Year 6 were invited by other senior Aboriginal students to engage with a local Aboriginal artist and open the Aboriginal garden at Jamison High School. The establishment of relationships with older students will assist in the transition to High School and contribute to higher attendance rates for Aboriginal students in the first year of High School.

The Norta Norta program was successfully run again this year targeting Literacy. Targeted students engaged in differentiated learning experiences with a qualified teacher to develop their comprehension skills which were identified as the area of need through analysis of NAPLAN data. Engagement in literacy and confidence to successfully employ these skills when in the classroom became evident over the course of the year.

## Multicultural Education and Anti-racism



At York we celebrate our cultural diversity through our studies of other nations, cultures and religions in Human Society and its Environment, Creative Arts, Literacy and Personal Development.

The student welfare policy also ensures an inclusive school community that is committed to racism-free learning.

During 2015 we celebrated Harmony Day with a whole school concert where students were encouraged to dress in national costumes and we watched a school made video on harmony.



## Other school programs

### Student Leadership

What a fantastic year we have had being the leaders of the school. The most memorable moment this year was the day we received our Captain badges. It was such a proud day for us and our parents. Our leadership skills were enhanced this year as a result of our attendance at the National Leaders Day for school leaders in Sydney with Mr Eggins and Mrs Robins. We were inspired to be the best leaders for our school. Throughout the year we led the school in various assemblies and undertook our duties with enthusiasm.

A few highlights this year for all the senior students has been our sport and recreation camp at Narrabeen, our excursion to Bathurst goldfields and the peer support program in Term 1 that gave us the skills to lead the students at York Public School.

We led numerous fundraising efforts across the school, which included selling items at the school discos and selling tie-dye shirts to students throughout the school. A special thank you to Tori Coe and her mum for all their assistance with this major fundraising event. This effort resulted in a local artist painting a graffiti wall to add the aesthetics of our school.

We are extremely lucky here at York Public School to have such a dedicated group of teachers who provide us with many opportunities. We are given countless opportunities through excursions, participation in sport gala days, PSSA sport, chess, choir, ukuleles, drumming, dance and drama. This year the whole school showcased their talents at York on Show. It was fantastic seeing all the students and recognising the amazing talents of the students and all the teachers particularly Mr Hill, Mr Eggins and Mrs Ritchie.

Thank you to all the teachers and students at York Public School for providing us with these lasting memories that will be taken with us on our next journey.

Katie Connolly and Jack Hyde  
(School Captains 2015)

## Positive Behaviour for Learning

This year was very successful for our PBL (Positive Behaviour for Learning) team, and this approach to supporting positive behaviour at York continues. We relaunched PBL with our matrix reflecting the community's expectations that students should aspire to be safe, responsible, respectful learners at all times. Our matrix of expectations is taught in classrooms using PowerPoint presentations with film footage of students exhibiting the correct behaviours.

The team has built consistency with the gold awards for behaviour being given at the end of the year as a long term reward, and the use of Yorkies to encourage and reward students in the short term. Through the Student Representative Council the PBL team supported the establishment of the Kids Helping Kids Club. We have also put in place systems for communicating the PBL expectations on a term by term basis via Facebook.

In 2016 the school will embark on retraining all staff in the Kidsmatter program and PBL will continue as part of this coordinated approach to student wellbeing. To support the PBL approach further, all staff will complete training in the Circle Solutions framework to enable the teaching of social and emotional literacy in all classrooms.

## Learning Support

The learning support team at all times seeks to implement the DEC's Every Student, Every School policy within a cohesive, student focussed framework that seeks to build school community capacity in supporting all students with complex learning needs.

The focus in 2015 was to implement the Nationally Consistent Collection of Data which assisted with the facilitation and coordination of a whole school approach to improving learning outcomes for all students. The NCCD required documentation via up to date record keeping and electronic record keeping, by teaching staff, of all adjustments to students' learning programs and/or learning environments.

A review of the referral process to meet the NCCD adjustments implementation resulted in 16 new referrals brought to the Learning Support Team. Of these 13 were K-2 and 3, 3-6. Throughout the year

83 students were discussed at Learning Support meetings.

In 2015 support by the LAST and SLSOs was increased. A more equitable distribution of LAST time saw the LAST working collaboratively in classrooms with classroom teachers across classes K-6 in blocks of four weeks. SLSOs increasingly supported students with specific learning needs.

## Performing Arts

In 2015 York, once again, had an outstanding year in the performing arts, culminating in the biggest York on Show to date. All of our performance groups grew in both number and talent. York on Show saw every student in the school provided with the opportunity to perform on stage under the bright lights of fame and glory. There were four performances for York on Show, and each one was a sell out.

In addition to York on Show, The Yorkuleles performed at the Blue Mountains Ukulele festival and the Penrith Valley Performing Arts Festival. The York Drummers also performed at the Penrith Valley Performing Arts Festival. The Yorkestra Concert Band) performed numerous individual concerts for students and parents, as well as at York on Show and Presentation Day.

2016 is set to be another big, exciting year for the performing arts at York Public School.





## Chess 2015

The Chess club has achieved some excellent results during 2015. Students from years 2-6 have learnt valuable skills during chess sessions which occurred every Thursday. Students from the club have taken part in a number of competitions including afternoon and weekend competitions. We had the privilege of holding a district chess competition at our school which was a great success. One of the York Public School teams came second in the Nepean district and qualified for the state competition. This was a fantastic achievement for our school. York Public School is planning on making this club bigger and better next year.

## 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. Both teams performed well throughout the season.

## 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 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 meant that a record number of students were able to participate. One of the cricket teams won their pool and three received runners up 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. The junior girl's netball team finished up second place and the junior and senior 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 and Royce Simmons Shield. The junior team was

extremely competitive winning both days and then progressing to the regional level in the Royce Simmons shield and winning.

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. All years were also involved in a NSW run, touch football day and junior and senior girls competed in an Oztag gala day. 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 skills required to play and then rules of the game. The groups were rotated between teachers to expose students to different sports and skills.

