YORK PUBLIC SCHOOL

SCHOOL PLAN
2012 – 2014
2013 UPDATE
**Our Vision**

Our school exists to enable every member of its community to realise their potential in a happy, stable and challenging learning environment.

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**Our Educational Values**

Quality teaching  
High expectations for students  
Care and concern for welfare and safety  
Students who are well-behaved, respectful and responsible  
Positive school and community relationships

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**The Values We Teach**

Care and compassion  
Doing your best  
A fair go  
Freedom  
Honesty and trustworthiness  
Integrity  
Respect  
Responsibility  
Understanding, tolerance and inclusion
**School Context**

York Public School has an enrolment of 566 students. Over the last three years there has been an increased number of non-local enrolment applications as well as parents relocating their children from the non-government sector. 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. Quality teaching and learning is enhanced by teaching staff that possess a broad range of experience and areas of expertise. The members of 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.

The dedicated staff deliver 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. All students are encouraged to engage in extra-curricula activities including sport, choir, drama, ukuleles, band, chess, public speaking and debating.

Despite staff engaging in regular professional learning, the school has been struggling to significantly improve the literacy performance of students in reading and comprehension.

### Priority Areas (3 Year horizon)

- Improve the achievements of all students in literacy and numeracy
- Enhance quality teaching practices and develop innovative teaching strategies
- Broaden the integration of technology into teaching and learning
- Prepare for the implementation of the new syllabus in 2014
- Develop the leadership capacity of staff
- Maintain parity between the achievement levels of Aboriginal and non-Aboriginal students

### Targets (1 year horizon)

- The improvement of students’ achievements in reading, spelling and grammar
- The improvement of students’ achievements in number
- Reduce the number of students in the lower bands of achievement and increase the number of students in the higher bands of achievement in literacy and numeracy
- Continue to increase resources in technology and the integration of technology into teaching and learning
- Prepare for the implementation of the new English and mathematics syllabus in 2014
**School Priority Area:** LITERACY

**Intended Outcomes:**
1. External assessment data and learning continuums used in the development of teaching and learning programs
2. Improved performance of students K-6 in reading, spelling, grammar, punctuation and comprehension
3. Collaborative programming and greater consistency K-6
4. Improved performance of the more able students in the higher bands of attainment
5. Regular tracking of students on the Literacy Continuum
6. Increase the range of resources to support quality teaching in literacy

**Targets**
- To decrease the percentage of Year 3 students at or below the National benchmark in NAPLAN reading from 23% (2013) to 15% (2014)
- To decrease the percentage of Year 5 students at or below the National benchmark in NAPLAN reading from 10% (2013) to 5% (2014)
- To decrease the percentage of students below expectation in comprehension as defined by Literacy Continuum from 59% (2013) to 25% (2014)
- To decrease the percentage of students below expectation in reading as defined by Literacy Continuum from 44% (2013) to 20% (2014)
- 100% K-2 teachers to implement Comprehension K-2 by end of 2014 and sustain beyond 2014
- 100% 3-6 teachers to implement Focus on Reading 3-6 by end of 2014 and sustain beyond 2014
- To develop an induction program with a focus on reading and comprehension for new staff beyond 2013 and lodge on MyPL.
- 100% of classroom teachers track and monitor student progress on Literacy Continuum.

<table>
<thead>
<tr>
<th>INDICATORS</th>
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<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES &amp; FUNDING</th>
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</table>
| NAPLAN Data, Best Start Data and plotting on the literacy continuum each term are used in planning and programming | 2012       | • Professional learning for curriculum leaders and executive staff.         | Principal, Executive staff    | • Professional learning budget $1,500.00  
4 x teacher training days |
|                                              |            | • Whole staff and stage interpretive sessions and coordinated professional learning experiences. | DEC Literacy and Best Start Consultants |                                                          |
|                                              |            | • Personalising learning plans and differentiating teaching plans for the diversity of learners using Literacy continuum. | Class Teachers                | Video Recorders – National Partnerships $1000            |
|                                              |            | • Data collected twice a term and                                            |                               |                                                          |
| Students are benchmarked in reading from K-4 | 2012 | students re plotted on the continuum  
- Teachers regularly observing colleagues within classes.  
- Team teaching opportunities to maintain and develop consistency in pedagogy  
- Using video evidence of learning to assist in student self evaluation and consistent teacher judgement about expectations.  
- Professional learning on benchmarking student performance in reading  
- Students plotted on the continuum twice a term  
- Differentiating curriculum  
- Stage team cooperative programming.  
- Focus on Reading (3-6) and Comprehension (K-2) embedded in programs and teaching  
- LAST interventions  
- Staff workshops on content and sequence of the syllabus  
- 3 teachers trained as leaders in Focus on Reading  
- Regular professional learning in Focus on Reading (3-6) and Comprehension K-2 for teachers and executive  
- Collaborative programming in stage groups  
- Teachers K-6  
- Kristen, Leonie, Lindy  
- Principal  
- Assistant Principal  
- K-6 teachers | 2012-2014 | 4 x benchmark kits $600.00  
- Staff and stage meetings  
- School Development Days  
- Professional learning budget $1,500.00  
- National Partnerships $87,891 includes:  
  - teacher manuals  
  - teacher professional readings  
  - teacher professional learning |
<table>
<thead>
<tr>
<th>Quality teaching guides and evaluative techniques being used by all teachers</th>
<th>2013 – 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional high interest and rich vocabulary texts purchased</td>
<td>2013 - 2014</td>
</tr>
</tbody>
</table>

- Implement and sustain the program in classroom beyond the funding period
- Professional learning sessions designed to incorporate a better understanding of the quality teaching and planning matrix
- EARS and TARS processes include targets for systematic incorporation of quality teaching elements in planning and programming.
- Purchase hard copy and digital resources in line with concepts embedded in new English syllabus

<table>
<thead>
<tr>
<th>Principal Executive staff Teaching staff</th>
<th>Executive staff meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6 teachers Teacher librarian STLA Nelson Education Macmillan Education</td>
<td>Executive staff meetings</td>
</tr>
</tbody>
</table>

- Quality teaching framework and support guides
- 1 x cooperative planning days
- Executive staff meetings
- $900.00
- EARS and TARS conferences

- Storage shelving
- Reading resources from Nelson and Macmillan publishers $2,000.00
- National Partnerships - $15,600

-casual teacher salaries (on-costs included)
School Priority Area: NUMERACY

Intended Outcomes:
1. External assessment data used in the development of teaching and learning programs
2. School-based performance data used in planning teaching and learning programs
3. Improved performance of students K-6 in number
4. Curriculum leadership incorporates the development of curriculum teams and their leaders
5. Improved performance of the more able students in the higher bands of attainment
6. Increase the range of resources to support quality teaching in numeracy

Targets
- 95%+ of Year 3 students achieve at or above the national mean standard in numeracy
- 95%+ of Year 5 students achieve at or above the national mean standard in numeracy

<table>
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</table>
| NAPLAN Data, Best Start Data and Numeracy continuum are used in planning and programming | 2012 - 2013 | - Professional learning for curriculum leaders and executive staff.  
- Whole staff and stage interpretive sessions and coordinated professional learning experiences.  
- Personalising learning plans and differentiating teaching plans for the diversity of learners.  
- Use the syllabus incorporating the Australian Curriculum when developing a continuum in number. | Maths Team Principal, Executive staff K-6 teachers | - Regional professional learning programs  
- Online learning programs  
- Best Start coordinator |
| Learning continuum in number is developed and in use. An increase in the number of Year 3 and Year 5 students above national proficiency standards | 2012 - 2013 | Mathematics committee | Mathematics syllabus and support documents |
School-based assessments indicate an increased knowledge and recall of number and measurement facts

Teaching and learning increasingly integrates the use of technology

Students demonstrate increased capacity to work mathematically

Increase the number of students achieving in bands 5 & 6 in Yr 3 and bands 7& 8 in Yr 5.

| 2012 – 2013 | • Continue the Speed Facts program across the school to develop automaticity of recall. |
| 2012 | • Study Ladder and TutPup revitalised. |
| 2012 | • Mathletics investigated and implemented. |
| 2012 | • Professional development workshops focus on varied uses of structured resources |
| 2012 | • Personalising learning plans. |
| 2012 | • Stage team cooperative programming. |
| 2012 | • Implementation of mathematics groups in stage 2 and 3. |
| 2012 | • Introduce Booster Groups |

Maths committee
K-2 teachers
3-6 teachers

Mathematics Committee
Neil Minter
K-6 teachers

Mathematics committee
K-6 teachers

$600.00

• Up to $900 in first year of implementation
**School Priority Area:** CURRICULUM AND ASSESSMENT

**Intended Outcomes:**
1. Increased attainment of K-6 students across a range of curriculum areas
2. Teachers confidently and skilfully cater for the diversity of learners
3. A compendium of assessment strategies are formalised and are based on students’ work
4. Awareness regarding the new syllabus is enhanced
5. The school has successfully undertaken innovative approaches to curriculum delivery and the integration of technology in teaching

**Targets**
- *Teaching practices and students’ work satisfy the quality criteria in the QT framework*
- *An agreed framework for assessment is established and implemented*
- *Teaching programs foster personalised learning for targeted learners*

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| All teaching staff are increasingly aware of the content and format of the new syllabus and support documents | 2012 | - Use the planned rollout strategy from the DEC to develop teacher capacity and use of the new syllabus  
- Engage all teachers in discussions, trials, cooperative programming and in-service courses. | Principal School Executive  
Regional personnel in professional learning | - Digital copies of syllabus materials  
- DEC syllabus implementation model  
- Staff meetings  
- Professional Learning Budget  
- $6,000.00 |
| Assessment strategies support the learning of all students and are based on the work of students | 2012 | - Develop an assessment policy and support document that includes samples of the agreed range of assessment tasks.  
- Incorporate assessment strategies that identify explicit details of students achievements (e.g. benchmarking, TENS) | School Executive  
Teachers at the level of professional leadership  
School Counsellor  
LAST Learning Support Team | - $1000.00 for practical mathematics assessment kits (to support Best Start and SENA). |
A range of strategies and innovations highlight areas for curriculum development

| Technology is widely integrated into teaching and learning | 2013 | Innovations underpinning student improvement across the curriculum include: |
| | | - School Performing Arts Excellence Program |
| | | - Artists in Schools Program |
| | | - Panthers Healthy Lifestyles |
| | | - Panthers ‘Read With a Mate’ |
| | | - The Year of the Big Brain |
| | | - Sports in School Program (2014) |
| | | - School Coral Reef Aquarium |
| | | - Scientists in Schools Program |
| | | - School Sustainable Garden Project |
| | | - Gifted and Talented Students’ Program |
| | | - Complete installation of interactive whiteboards into 3 classrooms and the library. |
| | | - Develop teacher capacity and teachers as leaders of learning in the uses of technology. |
| | | - Purchase and explore the use of Ipads/tablets as learning tools for a range of learning needs. |
| | | - Utilise the connected classroom for incursions and shared learning experiences. |
| | | - Expand uses of digital film, video and photography in the classroom. |

| 2012 | Resources as required using the curriculum budgets |
| | - Interactive whiteboards to three remaining classrooms and the library $28,000.00 |
| | - 15 digital cameras $1,650.00 |

Curriculum team leaders

Neil Minter
Ben Eggins
Sean Grady AP
K-6 teachers

- Complete installation of interactive whiteboards into 3 classrooms and the library.
- Develop teacher capacity and teachers as leaders of learning in the uses of technology.
- Purchase and explore the use of Ipads/tablets as learning tools for a range of learning needs.
- Utilise the connected classroom for incursions and shared learning experiences.
- Expand uses of digital film, video and photography in the classroom.
Planning, teaching and resourcing in the area of science and technology is revitalised

| 2013-2014 | • An evaluation of the area indicates priority actions  
|           | • Resources are evaluated and acquisition of new resources is commenced  
|           | • The members of the science and environment team develop an understanding of the new science and technology syllabus  
|           | • The science and environment team lead all teachers in the raising of awareness about the new syllabus in readiness for detailed training in 2014 and implementation in 2015  
|           | • The notion of working scientifically and the capacity for teachers to work knowledgeably and comfortably in this area is developed  
|           | • The CSIRO Scientists in Schools project is re-established  
|           | • The school prepares for involvement in the Primary Schools Design Challenge and Tournament of Minds  
|           | • Parents are invited to learn about the provisions of the new science and technology syllabus |

| Sean Grady AP  
The science and environment team  
Principal |

| Resources and materials  
2013 $3000.00  
2014 $3000.00 |
School Priority Area: STUDENT ENGAGEMENT AND ATTAINMENT

**Intended Outcomes:**
1. Students transition confidently into Kindergarten and Year 7.
2. Teaching programs and lesson structures support the diverse range of learners and levels of ability.
3. Students are engaged in their learning and are happy and well-behaved at school.
4. The school implements effective attendance programs for students.

**Target/s**
- Feedback from parents indicates that all students have happily and successfully transitioned to major points in learning
- Teaching programs demonstrate an understanding of individual students’ needs
- An average of 95% + of students attend school each day

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| The school implements strong programs for transition to Kindergarten | 2012 | • Efficient and timely enrolment of students entering Kindergarten.  
• Identification of students on early intervention and special needs programs.  
• Effective liaison with external agencies, pre-schools and parents.  
• Implement school-visit program for 4 weeks in term 3 for incoming Kindergarten.  
• Make improvements to structure of Kindergarten Orientation Day.  
• Meet with Year 7 coordinators and secondary staff from Week 7 term 3 | Mary Wood A.P.  
Kindergarten teachers  
LAST  
School Counsellor  
Pre-school Directors | • First Year at School information kit  
• Stationery and ‘the first book at school’ $500.00 |

| The school implements strong programs for transition to Year 7 | 2012 | | | |
Teachers are meeting the needs of a diverse range of learners.

There is an improvement in student learning evidenced by school-based and external data.

All staff, students and parents are aware of the principles of Positive Behaviour for Learning.

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<td>Identify and communicate needs of students requiring special support</td>
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<td>Regularly publish information about PBL initiatives in the school newsletter and on the website.</td>
<td>Conduct lessons for Year 6 students in Science at the high school throughout term 2</td>
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<td>Fully utilise the school’s PBL platypus mascot.</td>
<td>Involve parents in information night at the high school.</td>
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<td>Conduct annual evaluations of Year 6 teachers JHS Year 7 coordinator and teachers LAST School Counsellor.</td>
<td>Invite Year 7 teachers and ex-students to information session at York PS.</td>
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<td>Take Year 6 students to performances and special events at Jamison High School</td>
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<td>Liaise with Year 7 coordinators at Kingswood, Glenmore Park and Nepean High Schools for small number of students attending those schools.</td>
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- Regional professional learning courses
- Staff meetings
- Stage meetings

- Student welfare budget
- $2,000.00
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Collected data (RISC) indicates a reduction of incidents of negative student behaviour</td>
<td>Ross Sinfield DP</td>
</tr>
</tbody>
</table>
| 2012-2014  | Attendance data indicates that 95%+ of students attend the school each day          | Principal K-6 staff  
|            |                                                                                   | School administrative and support staff |
|            | All students are adhering to the York Public School Uniform Policy                  | Principal Executive staff  
|            |                                                                                   | K-6 teachers |
| 2013-2014  | There is a measured improvement in students’ punctuality when coming to school     | Principal Assistant Principals  
|            |                                                                                   | K-6 teachers  
|            |                                                                                   | Administrative and support staff |
| 2012       | level of awareness and effectiveness of PBL                                         | Ross Sinfield DP |
| 2012-2014  | • School expectations are explicitly taught.                                        | Principal K-6 staff  
|            | • Develop and publish to the school community an annual attendance plan.             | School administrative and support staff |
|            | • Implement Moodle system of text messaging for parent contact when students absent | Principal Executive staff  
|            | • Introduce class punctuality awards                                                | K-6 teachers |
|            | • Promote effectiveness in roll marking and attendance monitoring                   | Principal |
|            | • Monday assemblies reinforce correct uniform                                        | Assistant Principals  
|            | • Reminders about the school uniform are included in the school newsletter           | K-6 teachers  
|            | • The jewellery at school policy is enforced                                         | Administrative and support staff |
| 2013-2014  | • Data is collected about students and their level of lateness                      | Principal |
|            | • Parents are contacted about regular student lateness                               | Assistant Principals  
|            | • Lateness notes and file of data                                                   | K-6 teachers  
|            |                                                                                   | Administrative and support staff |
| The student welfare policy has been reviewed and communicated to staff | 2013 | - The student welfare policy is updated  
- Orientation of new staff includes familiarisation with the student welfare policy  
- The policy priority areas are communicated to parents at the beginning of each year  
- Increase opportunities for students as leaders (e.g. all assemblies, Presentation Day, special events)  
- Enhance the role of the Student Council and align with Jamison HS  
- Engage students in an annual Leadership Camp and involve the community of schools |
|-----------------------------|------|---------------------------------|
| Student leadership is promoted across the school and leaders are supported and developed | 2012 | Principal  
Ross Sinfield DP  
K-6 staff |
|                            |      | • Leadership badges $500.00  
• Yarramundi YMCA centre  
• Vision Valley Conference Centre |
School Priority Area: LEADERSHIP AND MANAGEMENT

Intended Outcomes:
1. Staff members have access to and participate in a range of high quality professional learning experiences
2. Leadership development is carried out effectively and includes an increased number of staff members
3. Professional learning for staff is based on the National Teacher Standards
4. The implementation of the new syllabus, incorporating the Australian Curriculum, is effective and well-managed
5. The school curriculum and management priorities are regularly evaluated
6. Administration and management processes enhance learning and the work of the school
7. Partnerships between the school, parents and the community are strengthened

Targets:
- Measures of teacher involvement in external professional learning indicate an even spread of engagement across all stages
- 50%+ of staff demonstrate leadership in one or more areas of the school’s operations
- All members of the teaching staff have a rigorous working knowledge of the new syllabus
- 95%+ of staff and parents agree that the school is well-managed
- Evaluations indicate that the EARS and TARS processes are supportive and contribute to improved student learning

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<tbody>
<tr>
<td>The professional learning planning team operates effectively</td>
<td>2012</td>
<td>Review use of MyPL website</td>
<td>Principal Professional Learning Planning Team</td>
<td>TPL Budget</td>
</tr>
<tr>
<td>Increased participation in registered learning courses</td>
<td>2012</td>
<td>Records of participation are kept and feedback is provided to staff</td>
<td>All staff</td>
<td>$14,000.00</td>
</tr>
<tr>
<td>Teacher feedback and surveys indicate that school-based learning activities are effective and productive</td>
<td>2012</td>
<td>Teachers and executive staff ensure that learning is aligned to school priorities and personal professional learning plans.</td>
<td>Principal Professional Learning Planning Team</td>
<td>TPL budget</td>
</tr>
<tr>
<td>The school is</td>
<td></td>
<td>Teams and leaders within the school are able to plan and lead school-based activities.</td>
<td>Staff members as required</td>
<td>TPL budget and course fees</td>
</tr>
</tbody>
</table>
An increased number of staff members participate in leadership learning activities and programs

The revised PARS, TARS and EARS programs increase the level of teacher attainment at National Standards

The new English and Mathematics curriculum is implemented

increasingly used as a site for SEG and Regional professional learning programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>strengths of leaders within the school to plan and deliver TPL experiences to other schools and their staff (e.g. learning support teams, CAPA programs, ICT in learning).</td>
</tr>
<tr>
<td>2012</td>
<td>An increased number of staff members participate in leadership learning activities and programs</td>
</tr>
<tr>
<td>2013</td>
<td>The revised PARS, TARS and EARS programs increase the level of teacher attainment at National Standards</td>
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<tr>
<td>2014</td>
<td>The new English and Mathematics curriculum is implemented</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Acknowledged leaders in targeted areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Principal Teachers as per interest area or professional learning goals</td>
</tr>
</tbody>
</table>

- Work to inform and support all staff in new TARS and EARS processes.
- Focus on National Professional Standards
- Refine use of conferencing, observation and feedback to staff.
- Key staff members are trained and lead TPL.
- Target middle years' links and involve leaders from Jamison High School and the Jamison Community of Schools.

<table>
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<tr>
<th>Year</th>
<th>DEC and school TARS and EARS policies and frameworks</th>
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<tr>
<td>2012</td>
<td>Staff meetings</td>
</tr>
<tr>
<td>2013</td>
<td>Stage meetings</td>
</tr>
<tr>
<td>2014</td>
<td>Personal meetings</td>
</tr>
</tbody>
</table>

- Regional and SEG training workshops
- Board of Studies Website
- NSW DEC Curriculum and TPL websites
- TPL budget
There is a coordinated plan for the evaluation of curriculum and management programs.

Staff and parent feedback and satisfaction surveys indicate that the school is well-managed.

An increased number of parents indicate that they have a positive, productive relationship with the school.

The school has increased its involvement with groups, entities and organisations within the broader community.

2012

- Over three years whole-school evaluations will target:
  - 2012 student welfare and science
  - 2013 parent and community engagement, T & L in literacy
  - 2014 leadership, management and numeracy

2012-2014

- Keep the school’s website updated.
- Publish the school newsletter in weeks 3, 6 and 9 each term.
- Develop and implement school and class blog sites.
- Publish school policies, targets and strategies to parents and carers.
- Ensure changes to routine are well-communicated.
- Ensure school events and celebrations are well-planned.
- Provide opportunities for formal parent and teacher meetings in terms 1, 2 and 4.
- Involve and engage with a range of community groups and organisations:
  - Penrith Community Support
  - Anglicare and Barnardos
  - Bridging the Gap
  - Aged care facilities
  - Aboriginal Education Consultative Group
  - Penrith Police LAC

Principal

ICT leaders
Administrative staff
Teaching staff

Principal
All staff
Parents
P & C executive

Principal
Learning Support Team
Curriculum and project team leaders
Teaching staff

Principal

Evaluation surveys
Staff meetings
Annual School Report

- Administration budget
- TPL budget

- Notes and newsletters
- Administration budget
- School website

- Trust accounts
- Excursions budget
- Meetings and conferencing
The school has a functional and attractive presence and is well-equipped.

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<tr>
<td>• Local shopping centres</td>
<td></td>
</tr>
<tr>
<td>• Lions and Rotary Clubs</td>
<td></td>
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<tr>
<td>• All classrooms and the library are fitted with IWB's</td>
<td></td>
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<tr>
<td>• The native garden in front of block one is complete</td>
<td></td>
</tr>
<tr>
<td>• The playing field is renovated</td>
<td></td>
</tr>
<tr>
<td>• A new school sign is erected at the main pedestrian entrance at Evan Street</td>
<td></td>
</tr>
<tr>
<td>• A changeable sign is erected at Jason Avenue entrance</td>
<td></td>
</tr>
<tr>
<td>• A sustainable garden and outside classroom are established in the courtyard outside block 5.</td>
<td></td>
</tr>
</tbody>
</table>

|  |
|---|---|
| Principal  |
| ICT coordinator  |
| General Assistant  |
| SAM  |
| P & C  |

|  |
|---|---|
| • IWB project expenditure 2009-2013 totals $161,000.00  |
| • Fields and gardens  |
| • $30,000.00  |
| • Signs  |
| • $5,000.00  |
School Priority Area: ABORIGINAL EDUCATION

Intended Outcomes:
1. Aboriginal students are achieving at a similar or improved rate in literacy and numeracy as compared to the general school population and the rest of the State
2. There is a widespread awareness and knowledge of the State and Federal Governments' Aboriginal Education and Training Strategy
3. The school values and celebrates Aboriginal traditions and cultures
4. The school has a positive and productive relationship with the parents of its Aboriginal students and members of the local Aboriginal community
5. The school and its curriculum benefits from a connection with the Aboriginal Education Consultative Group

Target/s:
- 95%+ of our Aboriginal students are achieving above the national mean standard for Aboriginal students NAIDOC Week and Harmony Day events are inclusive and successful
- 90%+ of the parents of our Aboriginal students are regularly involved in their child’s learning and the work of the school

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES AND FUNDING</th>
</tr>
</thead>
</table>
| External and school-based assessments indicate achievement at the same or a higher rate than the general school population and the State | 2013 | - Identify individual and cross-school areas of need from NAPLAN data.  
- Develop and implement personalised learning plans for all identified Aboriginal students.  
- Apply Federal and State funding to learning support (e.g. Norta Norta program).  
- Apply for the appointment of an Aboriginal Education Aide in concert with the Jamison Community of Schools.  
- Staff training workshops and review of the policy – re-train staff 2013. | Principal Aboriginal Education Coordinator (Sean Grady) and committee Teachers Regional Aboriginal Education Consultant (Sue Matthews) and Penrith Aboriginal Community Liaison Officer (Roger Bolt) | - NAPLAN data  
- PLP’s  
- Norta Norta funding  
- Learning Support budget  
- $3,000.00 |
| The Aboriginal Education and Training Strategy is being applied across the school | 2012 |  | Sean Grady AP | NSW DEC Aboriginal Education and Training Policy document |
| Teaching programs and lessons incorporate units of work on past and contemporary Aboriginal cultures | 2012 | • Cooperative planning and programming.  
• Utilise resources from NSW curriculum websites, digital software, TALE and the school library.  
• Conduct celebrations during NAIDOC Week and Harmony Day.  
• Provide opportunities for performances and demonstrations by Aboriginal performers.  
• Highlight the significance of the Aboriginal and Torres Strait Islander flags and fly these as required.  
• Purchase additional books, artworks, software, picture kits to support teaching.  
• Involve parents in the development of their child’s personalised learning plan.  
• Invite parents to school events and celebrations.  
• Invite parents to join the school’s Aboriginal Education Committee.  
• An AECG representative regularly engages with the staff and committee. |
| --- | 2012 | Aboriginal Education Consultant  
School coordinator and committee  
All teachers  
Teacher Librarian  
ICT coordinator  
Visual Arts coordinator  
Aboriginal Education Coordinator and committee  
Teacher Librarian  
Principal  
Aboriginal Education Coordinator | • Resource budget  
• $1,000.00  
• Coordinator planning day  
• Decorative resources  
• $750.00  
• Family picnic and barbecue  
• Education awards  
• $300.00 |

The school celebrates the richness and diversity of Aboriginal and Torres Strait Islander cultures.

Parents of our Aboriginal students are engaged with and connected to the child’s learning and the school.

The school works closely with the AECG.

Harmony Day in March each year  
NAIDOC Week in July each year  
2012
The York Public School Strategic Plan 2012 – 2014 was developed with the involvement and cooperation of the whole school staff and representatives of the Parents and Citizens Association. The development of the plan commenced in Term 3, 2011. It began with an analysis of the needs and areas of strength within the school and decisions related to new initiatives and innovations.

The plan was then formally drafted by the School Improvement Team which was comprised of:

- Mr Ross Sinfield  
  Assistant Principal (non-teaching)
- Mrs Kristen Barglik  
  Assistant Principal
- Mrs Pam Perriman  
  Support Teacher Learning Assistance
- Mrs Erica Ritchie  
  Classroom Teacher
- David Pettitt  
  Principal

The School Improvement Team was assisted and advised by the following additional members of the school’s community:

- Mrs Monique Brombal  
  President York Public School P & C
- Mrs Gail Turner  
  Secretary York Public School P & C
- Mrs Janet Delanoue  
  School Administrative Manager
- Mrs Mary Wood  
  Assistant Principal
- Mrs Leonie Gray  
  Assistant Principal

My sincere thanks to everyone concerned with the planning and school improvement process. Your creative ideas and generous support will result in improved learning opportunities and increased success for our students.

David Pettitt  
Principal  
16th December 2011

This plan was reviewed and revised on Tuesday 15th October by the York Public School leadership team and the revised plan presented to staff.

Ross Sinfield  
Relieving Principal  
15th October 2013