Young North Public School

Annual Report

2018

4131

Introduction

The Annual Report for **2018** is provided to the community of **<school name>** 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.

Young North Public School continues to be a model of excellence for other educational settings and as we entered a new school planning cycle in 2018 our school community dedication to our vision of: "Equity, inclusivity, innovation and impact. Every student, every classroom, everyday" has been unwavering. This vision authentically reflects our context and is at the core to everything we do as a school community. This year has brought about significant change at Young North PS. As I reflect on 2018 I am proud that along with the change there has been a "steadying of the ship" because of the strong systems in wellbeing and learning already in place.

As a result, Young North PS is regularly visited by school teams from across the state who wish to come and look at our programs as we share our journey and successes. It is because of our "relentless focus on school improvement" that we also hosted the Hub meeting for the Executive Director and Education Directors.

We continue to build a school that at it's core has unwavering principles of equity, innovation, inclusivity and aspiration for all students. I would like to acknowledge the outstanding staff at Young North PS who help provide such a positive and dynamic environment for our students and their families to genuinely engage with every day. I also thank our families and students who are the heart and soul of our school community. I thank parents for your continued positive support of our school. It is these positive relationships that are a key foundation to every students ongoing successful educational journey.

Mrs Ange Gay

Principal

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School background

School vision statement

Young North Public School:

Equity, inclusivity, innovation and impact.

Every student, Every classroom, Every day.

School context

Young North Public School is located in a rural setting approximately 2.0 hrs from Canberra, Wagga Wagga and Orange.

Our school caters for students from a range of socioeconomic backgrounds and cultures with significant populations of Indigenous students and Lebanese–Muslim students.

The school has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students.

The school is supported by parents and the broader community and has experienced growing student enrolments over the past four years due to community engagement and trust. Young North PS is highly regarded for innovative approaches to student wellbeing, engagement and learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning:

There is demonstrated commitment within the school community that all students gain one years growth for one years learning. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is school–wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive,respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge,understanding and skills. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. The School provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. The school's value–add trend is positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school identifies growth targets for individual students, using internal progress and achievement data.

Teaching:

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into tudent learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS,PAT,HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school–wide improvement in teaching practice and student results. Whole school and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading:

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. The leadership team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer–term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learning

Purpose

Students are empowered to become activators of their own learning. Learning is visible and impact focused.

Overall summary of progress

A continued focus on enhancing impact focused teaching methodology has been further refined this year with the appointment of a new Deputy Principal–Instructional Leader under the Early Action for Success Initiative. Continued usage of the school's learning support resources through the development of 'Interventionist' roles and enhanced targeted School Learning Support Officer direction has been underpinned by a strong focus on ensuring teachers plan hard, teach easy and reflect harder. A whole school approach to the use of Learning Intentions and Success Criteria has also ensured students are cued in to learning and understand 'where they at' and 'where they need to go to' next in their learning. This has been enhanced by the provision of effective feedback and a capacity to self reflect. Learning Intentions and Success Criteria have been embedded within all classes for writing and maths lessons. Teachers analyse data in 5 weekly cycles across K–2, measuring the impact of their teaching and guiding future learning directions. Visible Learning is evident across the school with self–assessment, feedback, goal setting and common school wide language evident. As a result, the school has shown strong Literacy and Numeracy performance. A particular highlight was the school's participation in the Building Numeracy leadership program that saw our team's action research project used as a state wide model of achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3–5 and 5–7.	–Learning Support Teacher allocation FTE 1.1($111,731). Topped up with use of .3 PSP staffing allocation ($30,472). Provided interventionist roles. – Learning and Support Flexible Funding ($30,031). Provided School Learning Support and Intervention support. –EAfS funded Deputy Instructional Leader 1.0FTE. Drove impact focused learning culture. –Additional teacher to staffing allocation($106 716). Enhanced student engagement, student feedback and explicit teaching focus for all classes due to reduced student numbers.	**Scout Data:** Combined Literacy & Numeracy value added data placed the school at: K–3 Developing 3–5 Sustaining & Growing 5–7 Sustaining & Growing **2018 NAPLAN Growth Data Year 3–5:** Writing (20% greater growth than state average) Numeracy & Grammar and Punctuation (well above state average growth) Reading & Spelling(at state average growth)
2. Students are on track as measured against the syllabus outcomes and Learning Progressions.	As per above	**2018 School Reporting Data against Syllabus outcomes for end of year benchmarks. Percentage of "on track" students:** Kindergarten English 78% Maths 91%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Students are on track as measured against the syllabus outcomes and Learning Progressions.		Year 1 English 91% Maths 76% Year 2 English 80% Maths 78% Year 3 English 87% Maths 80% Year 4 English 66% Maths 50% Year 5 English 76% Maths 66% Year 6 English 67% Maths 71%
3. All staff and students are able to effectively articulate the disposition of an effective learner.	**–PL Corwin 3 year plan** Hilltops community of schools commitment to visible Learning PL($30000) **–Launch and signage** ($9475)	Film Pond film–Baseline and final benchmark after one year of implementation
4. Student growth data is on track for achievement of Premier's Priorities. a. Increase the percentage of students in Top 2 bands by 8 percent 2019. b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30 percent 2019.	All RAM Funding Sources contribute to the achievement of this outcome as outlined in individual strategic and key initiative breakdowns.	**Attendance Data:** Continues to be a positive trend in attendance with an improvement from 2012 of 89.66% to 2018 93.07% with SSSG sitting at 91.61% **Scout data:Premiers Priorities** Increase in percentage of all students in Top 2 Bands for Reading and Numeracy from 16% in 2015 to 24% in 2018–8%(year 3 & 5 combined) Breakdown: Year 3 Numeracy 29% Year 5 Numeracy 16% Year 3 Reading 34% Year 5 Numeracy 18%

Next Steps

- An Instructional Leader K–2 has led to a strong focus on impact based teaching and learning in Literacy and Numeracy. The school looks to develop effective systems that support the movement of instructional leadership across K–6. Continued commitment to Visible Learning and the 3 year HOOPS PL commitment through Corwin to support this.
- Participation in the Learning Sprints PL through EAFS with a focus for this to support continued school program refinement, but also school curriculum leadership in aspiring executive to have an instructional leadership focus..
- The refocusing of Learning and Support Teacher and School Learning Support Officer resourcing into the 'Interventionist' model was highly successful and we look to continue to develop effective evidenced based decision making/ tracking and strong targeted interventions that support students at their point of need. Specific focus on ATSI interventionist and Aboriginal Education Team focus.
- The school also looks to strongly align teaching and learning as well as assessment and reporting to syllabus focused program delivery that transitions the school from the learning continuum model of tracking to embracing the newly developed learning progressions as a standard measure of performance. Plan hard, teach easy and reflect harder still with a focus on formative assessment and a K–6 scope and sequence.

Strategic Direction 2

Learning Support and Wellbeing

Purpose

Students are supported to be empowered, resilient, empathetic and respectful citizens through an innovative and contextual approach to wellbeing and learning.

- Positive Behaviour for Learning (PBL)
- Learning Support Team (LST)
- Functional Based Assessment (FBA)

Overall summary of progress

Young North PS continues to be a lighthouse Positive Behaviour for Learning (PBL) school that works consistently to meet the needs of all student through proactive and innovative school programs. The school has built strong sustainable systems to support students with a comprehensive sliding scale of learning and wellbeing supports. The School's commitment to PBL has enhanced the school's culture and as a result the data has shifted from 54% of students needing interventions in Tier 2 and 3 to the school exceeding PBL benchmarks with 81% of students now represented in the green 'on track' measure. In 2018, the school had 25% of the student population as new enrolments. The impact of this was evident in our tier 2 data with 14% of students just off the boil and 6% requiring some tier 3 intervention. Staff received professional learning in FAB as a priority with the intention of implementation in 2018. Complex intervention support was also offered through Occupational Therapy, Speech Pathology, Disability/ Support classes and targeted pro social skills programs. A high functioning Learning Support Team provided additional support for students with complex needs that fosters a school culture of impact focused decision making and action. In 2018 we were allocated our third support class and an allocation of an Assistant Principal Support to further support the increasing complex needs of our students . Our focus has continued to be on preventative, educative, functional, data based and collaborative support programs that are proactive rather than reactive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. School PBL data reflects a positive school culture with data at or above PBL whole school goal levels.	–Provision of **additional teacher above** establishment ($107,000) –Speech and OT program($55, 663) –Provision of Kinder SLSO's 4 days a week to support P–K transition($129, 288). –Top up of Release Staff member to enable Social Skills Coaching Role and Tier 2 & 3 interventions($9000) Additional SLSO officers to support students with a disability through IFS($107, 165).	–2018 PBL saw 81% of students represented in the green (0–1 behaviour referrals in a year) –School suspension data has steadied at 11 in 2018 school year. –Student attendance data has continued to increase and exceeded the state average levels in 2018 at 93.8% : State average 93.4% –The school is regularly visited as a lighthouse PBL model by schools wishing to commence their own PBL journey.
2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.	–Provision of Family Support Worker ($15,124).–Provision of Aboriginal Community Linkage Officer($5405)	–Staff survey data and focus groups demonstrate 100% commitment to the school PBL values and their consistent integration into the school's classroom and playground environment. –TTFM "partners in learning" parent survey data

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.		report indicated a mean score above the state of 8.4 for school supports positive behaviour(NSW Govt norm is 7.7) –TTFM "partners in learning" parent survey data report indicated a mean score above the state of 8.7 for an inclusive school (NSW Govt norm is 6.7)
3. All staff have received coaching feedback, set goals against, reflected upon and are achieving improved outcomes against the 10 essentials skills of classroom management and Functional Based Assessment benchmarking.	– Resourcing also includes learning supports reported in Strategic Direction 1 as well as PBL resourcing above. –**QTSS** staffing allocation of used to support coaching and mentoring.	–100% of staff have received PL in 10 essential skills of classroom management.

Next Steps

- A revised an updated student transition and orientation program for new students that is delivered by our student leader body in 2019.
- Enhanced data tracking utilising the EBS On Track software is also a focus with the use of pivot charts to drill down into escalating student behaviour needs and support a strong culture of evidenced based decision making in our PBL team, including an increase in "point of need" lessons to happen weekly.
- Continued investment in whole school implementation of FAB (Functional Approach to Behaviour) is a core focus with delivery of Classroom Systems training and whole staff completion of ABC for student's behaviour and the 10 effective classroom strategies. This will ensure that individual classroom teacher capacity to pinpoint and address student behaviour needs underpins the intensive school systems and supports already evidenced across the school.
- Additional tier 2 and 3 interventions in 2019 i.e. booster lessons, seasons for growth, zones of regulation, mindfulness, trauma based therapies. Additional investment and resourcing of a social skills coach to outsource or provide for these interventions internally.

Strategic Direction 3

Teaching

Purpose

Teachers work collaboratively as change agents and expert facilitators who activate learning by using high impact, evidence based strategies to support all learners.

Overall summary of progress

In 2018, a whole school approach to coaching & mentoring staff utilising the school's Instructional Leader K–2 and planned Executive support was implemented, resulting in significant impact upon student outcomes, staff capacity and Executive leadership capacity. A network of school's initiative was continued in the area of Visible Learning with whole of network professional learning implemented along with action team training across our three town based public schools. Flowing from this was the commencement of the school's journey to develop a consistent school language and understanding of the learning dispositions that underpin an effective learner. This culminated with a community launch of our school learning dispositions in Education Week. A focus on enhancing leadership breadth and depth was a key initiative with both existing and aspiring leaders attending and also leading professional learning and teams based initiatives beyond and within the school. Similarly, the school has committed to a culture of collaborative practice and collective efficacy where staff are given opportunities to reflect and plan together for teaching and learning that has maximum impact upon student learning outcomes. The school continues to rate as Excelling in the Teaching Culture domain of Learning and Development in the School's Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Strong evidence of achievement and personal development (referenced/tracked to The Australian Professional Standards for Teachers and Australian Professional Standards for Principals) is evident for all staff.	– Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding). – Release of additional executive to allow for K–6 mentoring and coaching to occur FTE 0.8 ($47,712) – Provision of additional staffing required to release teacher for mentoring and coaching ($8272)	Achieved– the school's commitment to whole school mentoring has exceeded this goals intention with flexible and ongoing personalised learning now built in to the school's timetables, resourcing and culture of collaborative practice.
2. Teaching staff survey data indicates that: • High quality and strategic Professional Learning is provided. • High quality Coaching & Mentoring is delivered to all. • Instructional Leadership has impacted teacher capacity. • Regular feedback has been provided to all staff.	– As above– Provision of L3, Building Numeracy Leadership, PLAN2, High Impact Leadership and other internal and external professional learning opportunities ($32000) Professional Learning Funds plus RAM funded top up)	Achieved– staff feedback strongly supports. **TTFM Data**: Teacher survey data reflects feedback that is above state average norms in all the 8 drivers of student learning across the school: Leadership, Parent Involvement, Inclusive school, Technology, Teaching Strategies, Data In forms Practice, Learning Culture, Collaboration. A culture of mutual investment is richly evident within the school with staff receiving ongoing learning opportunities. This has resulted in a committed school staff who work with each other and regularly share their expertise beyond the school's boundaries and with visiting school team
3. Early Action for Success	– As above	During 2018, YNPS has driven a strong

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
benchmarks are met and all Tier 2 and 3 students (support needed) have in place interventions as a result of robust 5 weekly data analysis and planned intervention meetings.	–Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding).	professional learning agenda for staff based on gathered evidence. This cycle of P.L has involved whole school staff meetings, follow up stage meetings in the K–2 and follow up mentoring sessions in a 1 on 1 setting. Consistency of teacher judgment through use of the literacy and numeracy learning progressions has improved in 2018. Teachers have built capacity in this area through 5 weekly data intervention meetings, professional conversations during non–teaching time (enabled through timetabling teachers of same year/stage groups to be off class together at the same RFF time), use of expert teachers within the school and personal reflection of what the behavioural indicators are asking and what types of evidence could represent this. All K–2 classes are using targeted strands in the literacy and numeracy progressions to track reading, writing and numeracy skills and have been able to engage in conversations and have data verified by an expert other as an interventionist or supervisor. Classes in 3–6 have used the literacy and numeracy progressions sporadically during 2018 with variance in both the strands that have been tracked and the classes that have collected student data.

Next Steps

- A continued commitment to impact focused and personalised whole school coaching and mentoring will continue in 2019 and is embedded in the school ongoing Strategic Plan 2018–2020.
- Coaching and mentoring sessions recognised as an important tool in the instructional leader model. As such, a timetable has been developed to enable a cycle that will allow for data discussion and analysis of teaching impact into 2019. Research based practices such as visible learning, growth mindset, habits of mind, use of the learning progressions will continue to be embedded across the school. Regular observation sessions have been a missing piece of the puzzle and will be utilised in 2019.
- A committed approach will be taken to ensuring Visible Learning is a network of schools model and provides for a consistent K–12 language and experience for public school students in Young. Stretching from this is the strengthening of teacher collaborative practice across our network of school beyond their work upon Visible Learning alone. An intended outcome is that staff across our schools build pathways to share excellent practice and support collaborative program delivery across the curriculum.
- Young North PS also continues to look to ensure strong leadership sustainability across the school and will continue to participate in programs that develop existing and aspiring leaders across the full range of role needs required by existing and planned school needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Funding Aboriginal Background Loading ($38, 653)	1. Enhanced community partnerships and family/student engagement through the employment of an Aboriginal Community Liaison Officer ($6775). 2. Provided Aboriginal focused School learning and Support Officers resulting ineffective Personalised Learning, Kinder transition experiences and targeted learning support for students ($29 680). 3. Expanded preschool linkage activities for Aboriginal families through a partnership and collaborative events planning leading to strong P–K transitions. ($1000)
Low level adjustment for disability	–RAM Low Level Adjustment for Disability($30 031) –Individual Student Attached Integration Funding Support ($107, 165)	–Continued to create effective learning support environments within the school's three support classes for students with adjustment needs. .– Resourced and enhanced school partnership with Royal Far WEST resulting in increased access to paediatric and mental health services for our rural remote students. – Brokering of Occupational Therapist and Speech Therapist one day a week to support student need with a particular focus on early intervention in Early Stage 1 and for students with disability needs.
Quality Teaching, Successful Students (QTSS)	–0.487 Full Time Equivalent	–Growth coaching and mentoring built into additional whole staff release was provided to support effective teaching and learning as well as teacher capacity through personalised learning for all teachers. –High quality PDP process for all staff ensured the provision of consistent executive feedback and observation. –Strong focus on existing and aspiring Executive leadership development saw multiple staff attend at level leadership development opportunities in 2018. These included both individual and team based activities.
Socio–economic background	–RAM Socio Economic Loading ($441, 076)	– Enhanced teacher capacity through investment in instructional leadership to leverage impact focused teaching practice. This required strong teaching resource expenditure to support this focus in 2018.–Supported whole school wellbeing best practice in the area of PBL administration, Tier 2 and Tier 3 program implementation(including mindfulness, Tier 3 training and Social Skills Coaching) and subsidising of student engagement in extra curricula activities. (including aerobics, dance, drums. guitar and dance).– Enhanced classroom learning environments through reduced class sizes and strong SLSO supports, resulting in a strong school wide

Socio–economic background	–RAM Socio Economic Loading ($441, 076)	and enhanced teacher capacity to implement key professional learning models such as Visible Learning.– Provision of OT and Speech pathology to support access to learning.–Administration of Royal far West Paediatric and Mental Health Partnership. (includes Dept Education pilot funding) .–Provision of Family Support Worker and Aboriginal Linkage Officer roles.
Support for beginning teachers	–BTF 2018 ($11, 000)	–Growth coaching and mentoring built into additional beginning teacher release was provided to support effective teaching and learning as well as teacher capacity through personalised learning planning for beginning teacher.

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	131	138	124	138
Girls	139	159	129	144

In 2018, we commenced the school year with a large number of enrolments on the very first day that were unexpected. This trend continued throughout 2018 with some 80 new enrolments across the school. We ran 3 straight Kindergarten classes for the first time and were allocated a third support class. Young North Public School's ongoing focus on teacher quality, innovative wellbeing/learning support / disability program delivery has resulted in strong community confidence and new to town enrolment interest with student enrolments continuing to grow outside of the above mentioned impact.

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	91.6	90.1	95.2	94.5
1	93.7	91.8	91.4	93.6
2	93.6	94.2	93.1	92.7
3	90.9	95.5	95.6	93.1
4	92	91.3	96.1	94.1
5	91.2	93.3	93.1	94.2
6	92.9	92.9	93.3	95.1
All Years	92.3	92.8	93.9	93.8
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance data has shown steady growth exceeding state average results for the first time in many years. 2018 data for Kinder, Year 1 , Year 5 and Year 6 exceeded state average for these respective cohorts. Non attendance is managed within departmental guidelines and is also proactively worked upon and supported through our school's Positive Behaviour for Learning and wellbeing focus. This has included attendance 'Booster Focus Groups' to support learners to attend more regularly, regular and consistent use of data to inform interventions and track students as well as the use of two school to home linkage officers. The school has developed an attendance flow chart that is used to consistently support student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.89
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	4.49

*Full Time Equivalent

Young North Public School has an ongoing commitment to the recruitment, development and retention of high quality teaching and support staff. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce .Young North PS is proud to include indigenous and nonindigenous staff with all staff committed to the implementation policies and strategies that support high expectations and strong outcomes for Aboriginal and Torres Strait Islander people..

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff commit to the school's strategic, evidence based and impact focused professional learning. This includes a range of personal, stage and whole school focus areas. All staff have actively engaged with the Department of Education's Performance and Development Plan (PDP) process as well as the school's strong mentoring and coaching model. Beginning teachers are supported with strong induction and support programs with a number of staff early career teachers attaining their accreditation at Proficient level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	293,634
Revenue	3,510,330
Appropriation	3,412,311
Sale of Goods and Services	24,733
Grants and Contributions	71,362
Gain and Loss	0
Other Revenue	0
Investment Income	1,925
Expenses	-3,554,849
Recurrent Expenses	-3,554,849
Employee Related	-3,222,590
Operating Expenses	-332,259
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-44,520
Balance Carried Forward	249,115

The three financial summary tables cover 13 months(from 1 December 2017 to 31 December 2018). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

–Overall responsibility for school finance is that of the school's Principal. This is done with the support of the school's administrative manager and their team. The school's P&C is consulted with regarding school budgeting, expenditure and planning.

–Projected 2019 RAM funding will be increased due to school demographic changes and thus a larger than normal amount of funds have been carried forward in a range of areas to maintain continuity of program delivery in 2019.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,031,188
Base Per Capita	51,084
Base Location	6,796
Other Base	1,973,308
Equity Total	435,837
Equity Aboriginal	33,400
Equity Socio economic	262,757
Equity Language	10,671
Equity Disability	129,009
Targeted Total	431,693
Other Total	264,573
Grand Total	3,163,291

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Trend Data:

Year 3 trend data demonstrates positive multiple years trends in Grammar & Punctuation and Reading. Year 3 Writing data shows little variance in comparison to state average data. Year 5 Reading data shows a three year positive trend. Year 5 Reading data shows significant shift from the lower bands in comparison to SSSG and state averages. Year 5 Spelling data meets SSSG averages. Year 5 Writing data is above SSSG averages.

Growth Data:

Year 3 to 5 growth data was at state average growth in Reading and Spelling. Year 5 students had 20% greater growth than the state average in Writing and were well above the state average growth in Grammar and Punctuation.

Skill Band Placement:

Student skill band placement compared to previous years' averages is represented in the graphs below.

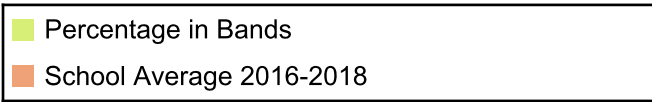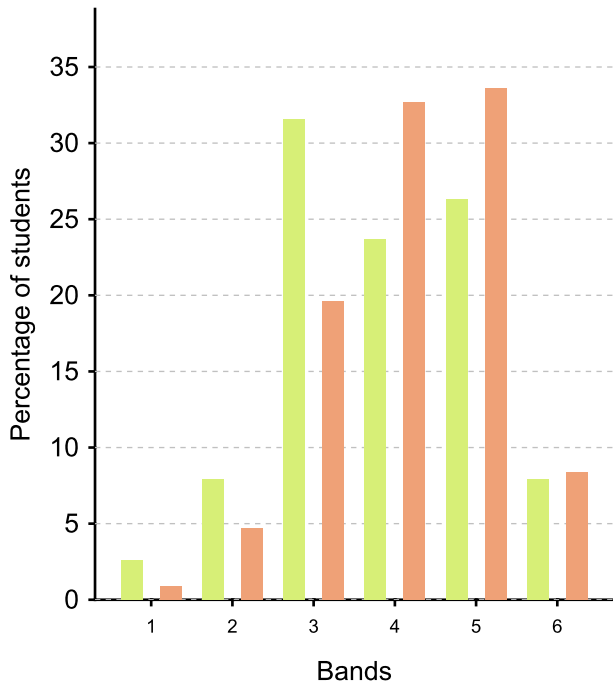**Percentage in bands:**
Year 3 Reading
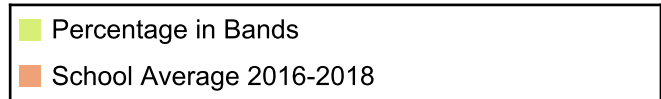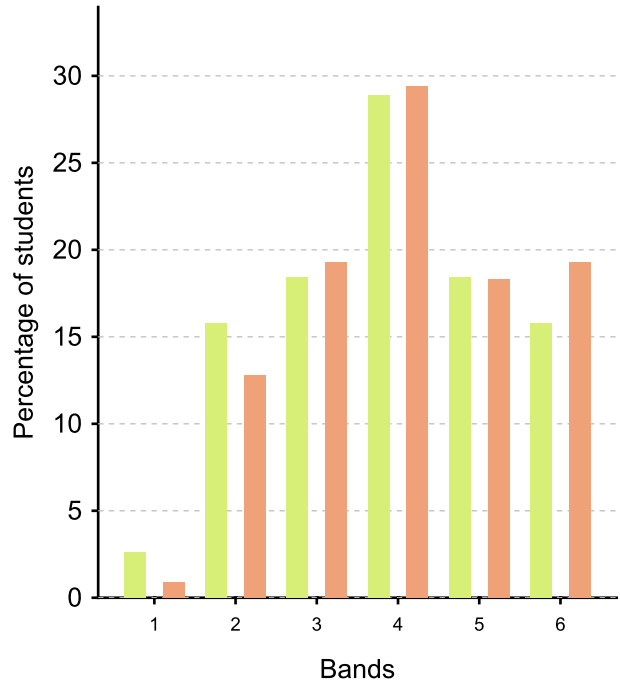
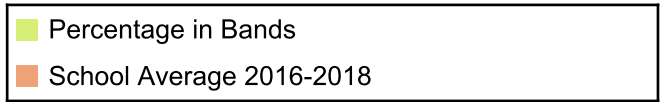**Percentage in bands:**
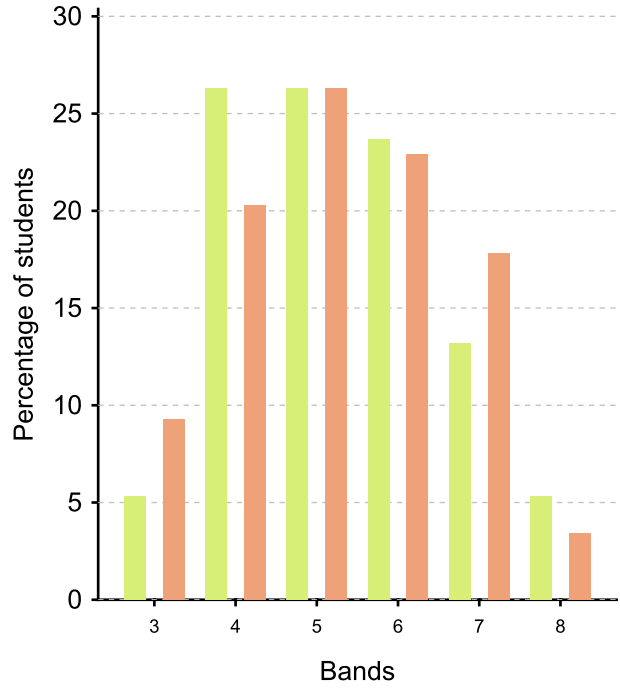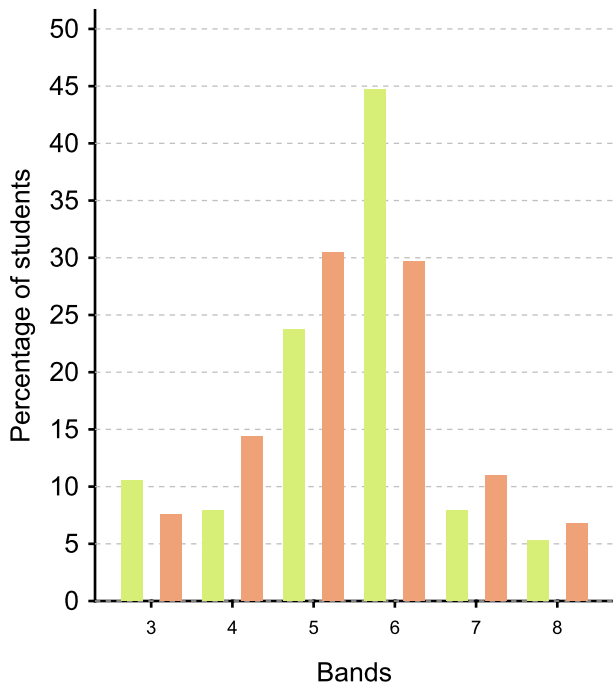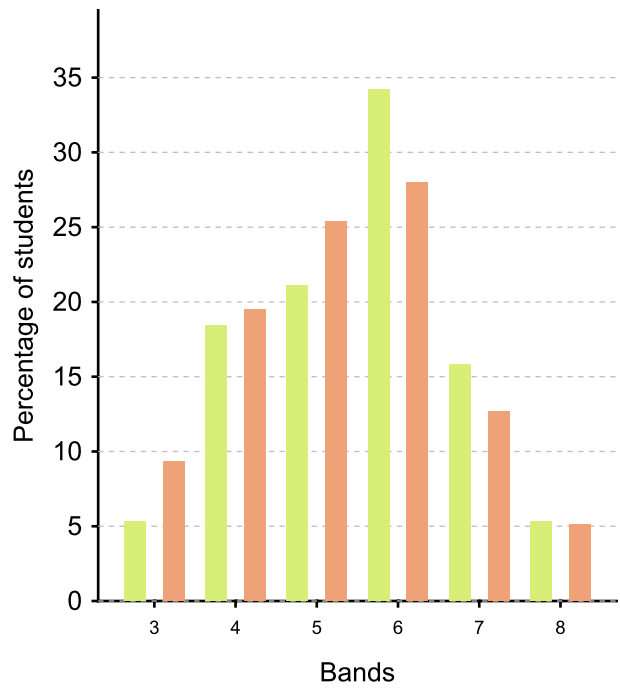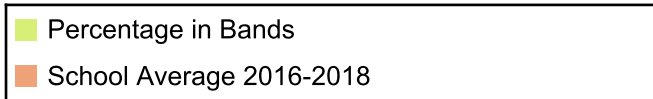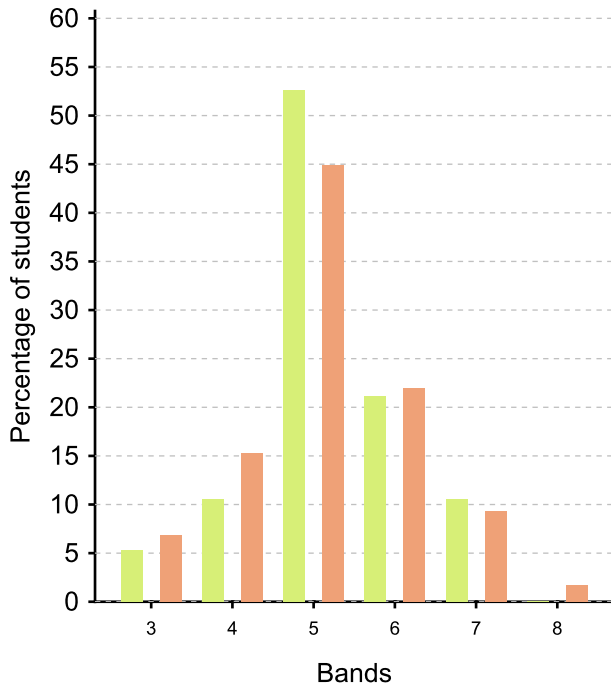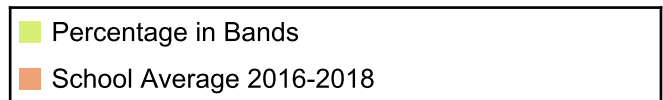Year 3 Grammar & Punctuation
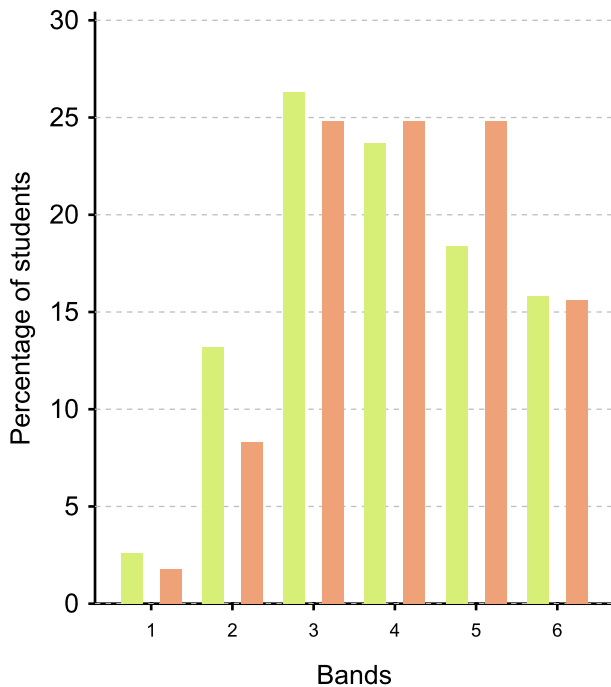
Percentage in bands:
Year 3 Spelling
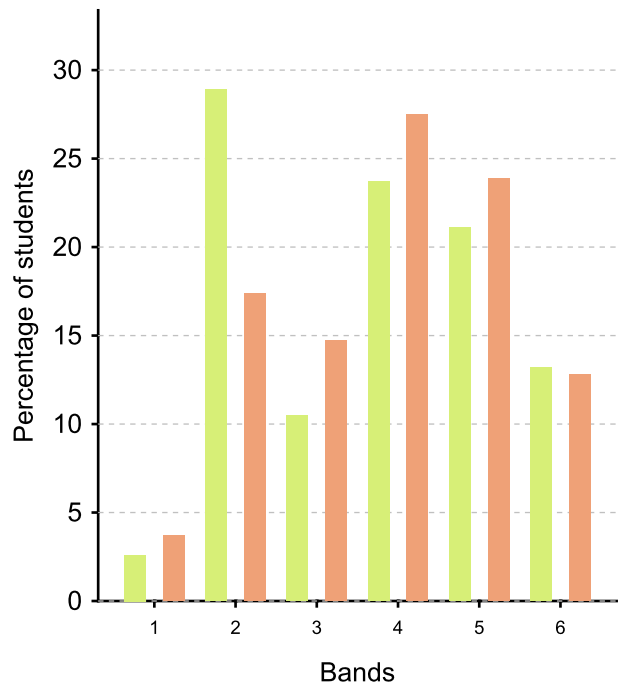
Percentage in bands:
Year 3 Writing

Percentage of students (y-axis)
Bands (x-axis): 1, 2, 3, 4, 5, 6

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Spelling

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

Legend:
- Percentage in Bands
- School Average 2016-2018

Printed on: 29 May, 2019

Percentage in bands:
Year 5 Writing

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Numeracy

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018
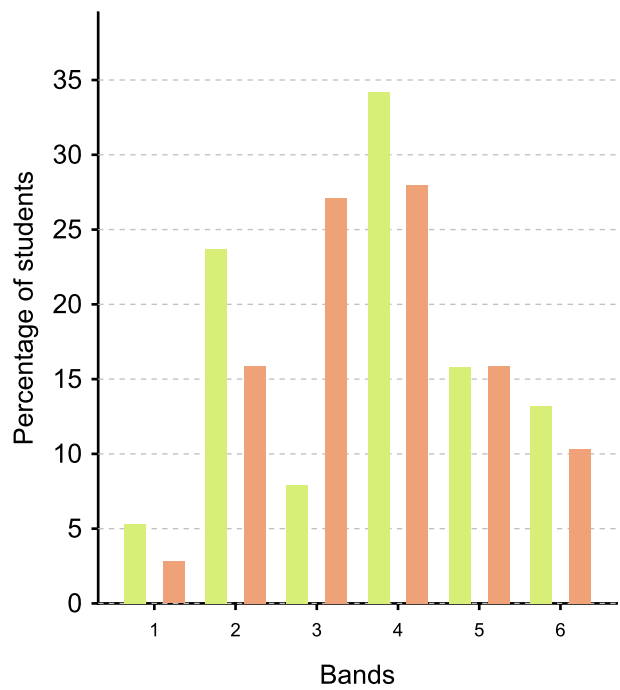
Trend Data:

In Year 3 trend data continued over the last three years a positive shift of students into the top 3 bands. In Year 5 this shift also continued with no students scoring below Band 4. Year 3 Numeracy Data was above SSSG average data and at SSSG average in Year 5.

Growth Data:

Year 3 to 5 Numeracy growth data places the school above SSSG and state average growth. Consistent student growth was evident for all students regardless of ability.

Skills Band Placement:

Student skill band placement compared to previous years averages is represented in the graphs below.

Percentage in bands:
Year 5 Numeracy

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018
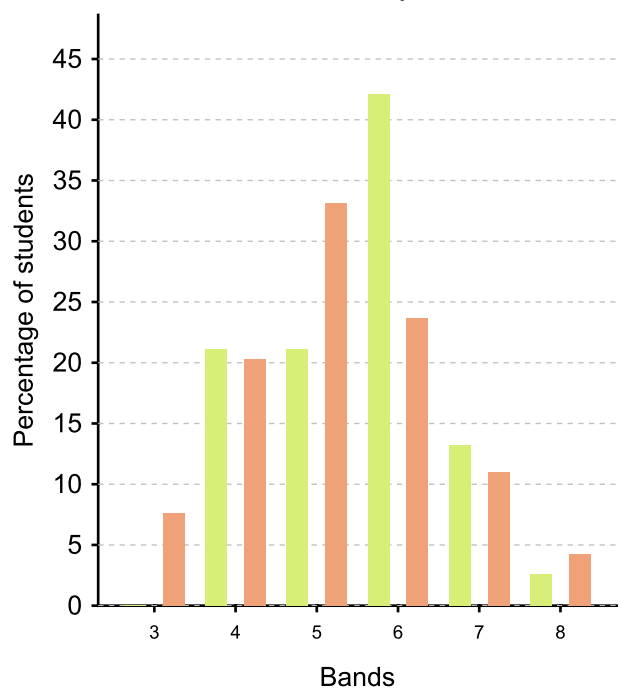
The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.>

Please refer to Strategic Direction 1– Items 2 & 3 for detailed data regarding the school's performance

against the Premiers Priorities:

a. Increase the % of students in Top 2 bands by 8% 2019)

b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.

Parent/caregiver, student, teacher satisfaction

In 2018 Young North Public School chose to participate in the Tell Them From Me(TTFM).

Purpose–

To gain insight into school planning and to gain information from students, parents and teachers in regard to student voice, parent engagement and school effectiveness respectively as a baseline for school improvement across the new school planning cycle 2018–2020.

Findings–

Student Engagement

Social Engagement

Students with positive sense of belonging YNPS 74% State Norm 81%

Students participation in school sports and clubs YNPS 93% State Norm 89%

Students with positive relationships YNPS 67% State Norm 85%

Results show that feedback from students in Year 4 to 6 indicate lower that State Norms for positive sense of belonging and positive relationships but higher for sports participation

Student Outcomes and School Climate

Social–Emotional Outcomes

Students participation in school sports YNPS 89% State Norm 83%

Student participation in extra–curricular activities 63% YNPS 55% State Norm

Students with a positive sense of belonging YNPS 74% State Norm 81%

Students with positive relationships YNPS 67% State Norm 85%

Students that value schooling outcomes YNPS 87% State Norm 96%

Students with positive homework behaviours YNPS 49% State Norm 63%

Results show that feedback from students in Year 4 to 6 indicate lower than state Norms in positive sense of belonging, relationships, valuing schooling outcomes and homework behaviours but above state norms in sport and extra curricular participation.

Perspectives of Parents

School supports Learning YNPS 8.1 State Norm 7.1

School supports positive behaviour YNPS 8.4 State Norm 7.7

Safety at school YNPS 7.8 State Norm 7.4

Inclusive school YNPS 8.7 State Norm 6.7

Results show that feedback from [parents indicates we are above state norms for perspectives of parents Please note: 10% of parents completed the survey

Focus on Learning Teacher Survey

Leadership YNPS 7.6 State Norm 7.1

Collaboration YNPS 7.9 State Norm 7.8

Learning Culture YNPS 8.2 State Norm 8.0

Data Informs Practice YNPS 8.3 State Norm 7.8

Teaching Strategies 8.2 State Norm 7.9

Technology YNPS 7 State Norm 6.7

Inclusive School YNPS 8.4 State Norm 8.2

Parent Involvement YNPS 7.6 State Norm 6.8

Results shows that feedback given indicates we are above State Norms across all 8 drivers of student learning

Where to next–

Findings from this consultation have been developed into a comprehensive action plan for implementation in 2019 through the "Every student is known valued and cared for" initiative: We will:

- Analyse and reflect on current practice and future opportunities relating to relationships across the school
- Focus on the strengths of the individual, create belonging through partnerships and embed the development of relationships across teams through the establishment of "Young North Stars" cross stage peer groups
- Focus, create and embed strategies so that teachers and all staff understand student needs and are empowered to meet them so that regardless of our role in the school we all accept responsibility for this
- develop consistent systems for home–school communication as this is the key to trust within the school community with a focus on communicating with families successes

Policy requirements

Aboriginal education

Young North P.S. continues to provide programs designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of indigenous cultural dimensions across the Key Learning Areas. Our school has worked closely with the Young AECG to develop strong community partnerships. Aboriginal students in our school number approximately 13% of our student population with an increasing populayionin our K–2 Department sitting at nearly 20%. All students are made aware of their importance and value of Aboriginal traditions and culture as our school works closely with our local AECG and broader aboriginal community. In 2018, the school utilised RAM funding to once again employ Aboriginal Linkage Officer who has supported the school to enhance community connectedness and engagement levels of students. In 2018 two staff attended a regional network event that saw our school systems and process reflected upon and a move forward plan developed. In 2019 our school looks forward to creating a new Aboriginal Education Team that will review and enhance school approaches as well as be part of a local network of educators team who will align and sit underneath the Young AECG.

Multicultural and anti-racism education

Multicultural

Young North Public School fosters student well being and community harmony through the provision of programs and practices which counter racism and discrimination.

- We provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.
- We ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
- We provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- We deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
- We promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for active engagement in school life.

Anti Racism

Young North Public School rejects all forms of racism. It is committed to the elimination of racial discrimination–including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment. Through our PBL culture values of Respect, Responsibility and Empathy we work collectively to ensure:

- No student, employee, parent, caregiver or community member should experience racism within the learning or working environment. *
- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all school staff. All teaching and non–non–teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- Our school has two trained Anti–Racism Contact Officers and provides timely and professional responses to complaints regarding racism.