

Young North Public School

2019 Annual Report



4131

Introduction

The Annual Report for 2019 is provided to the community of Young North 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.

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Message from the principal

The Annual Report for **2019** is provided to the community of **Young North 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.

Young North Public School continues to be a model of excellence for other educational settings and as we continued school planning cycle in 2019 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 continued to bring significant change at Young North PS. As I reflect on 2019 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 a visit from the NSW Education Minister and received an Executive Director Award for our work in ensuring "Every student is known valued and cared for" at Young North PS.

We continue to build a school that at its 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 student's ongoing successful educational journey.

Mrs Ange Gay

Principal

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, Lebanese–Muslim students and more recently a growing population of Taiwanese 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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 positively sustained. 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 student 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. Staff remains increasingly stable with the high turn over from year to year now being minimised through the appointment of permanent teaching staff. 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. Young North PS is excelling in this domain.

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

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.
2. Students are on track as measured against the syllabus outcomes and Learning Progressions.
3. All staff and students are able to effectively articulate the disposition of an effective learner.
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.

Overall summary of progress

A continued focus on enhancing impact focused teaching methodology has been further refined this year under a Deputy Principal–Instructional Leader through 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.

Progress towards achieving improvement measures

Process 1: 1. Build a whole school culture and common language of what an effective learner is and does.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Executive planning days – focused around gathering consensus about areas of focus through NAPLAN analysis using the hourglass template (using SCOUT data):<ul style="list-style-type: none">• projecting learning sprints into 2020 as being facilitated by our middle leadership team,• Bump It Up Walls, student goal setting–Using assessment Waterfall Chart–L Sharratt 2018• 100% of reading/writing/maths lessons using Learning Intentions and success criteria.	<ul style="list-style-type: none">• Learning Support Teacher allocation FTE 1.2 (\$128 059) topped up with use PSFP allocation(\$32 015). This provides interventionist roles.• EAfS funded Deputy Instructional Leader 1.0 FTE.• Additional teacher to staffing allocation (\$106 716) Reduce class sizes to enhance learning and wellbeing. <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (\$260258.00)• Quality Teaching, Successful Students (QTSS) (\$50156.00)• Aboriginal background loading (\$38653.00)• Low level adjustment for disability (\$38663.00)

Progress towards achieving improvement measures

Process 2: 2. Embed a culture of impact–focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Analysis of SCOUT data to inform 2020 focus areas for reading and numeracy (see below) • SCOUT – ATSI students in Yrs 3 and 5 exceeding both State and SSSG in all areas except numeracy • SCOUT – Yr 7 average scaled score by domain the highest in 10 years for reading, writing and grammar and punctuation • Sharing of top 2 bands, growth percentages as given by directors <p>SCOUT Data</p> <p>Year 5</p> <p>Yr 5 Growth Data</p> <p>Above expected growth – below expected growth – negative growth</p> <p>Reading – 56% – 39% – 5%</p> <p>Writing – 62% – 24% – 14%</p> <p>Spelling – 53% – 42% – 5%</p> <p>Grammar & Punctuation – 49% – 37% – 14%</p> <p>Numeracy – 54% – 45% – 1%</p> <p>Year 7</p> <p>Reading – 63% – 29% – 8%</p> <p>Writing – 38% – 17% – 45%</p> <p>Spelling – 79% – 21% – 0%</p> <p>Grammar & Punctuation – 54% – 33% – 13%</p> <p>Numeracy – 71% – 29% – 0%</p>	<ul style="list-style-type: none"> • Learning Support Teacher allocation FTE 1.2 (\$128 059) topped up with use PSFP allocation(\$32 015). This provides interventionist roles. • EAfS funded Deputy Instructional Leader 1.0 FTE. • Additional teacher to staffing allocation (\$106 716) Reduce class sizes to enhance learning and wellbeing <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$38653.00) • Low level adjustment for disability (\$38663.00) • Quality Teaching, Successful Students (QTSS) (\$50156.00) • Socio-economic background (\$260258.00) • Support for beginning teachers (\$14130.00)

Next Steps

- Leadership Team–consensus gathered on importance of high impact teaching strategies such as using LI/SC and explicit teaching. All middle executive will engage in new collaborative planning structure for 2020 that will include walkthroughs and observations to 'check-in' on the use of these to meet our V.L action plan targets of 100% use in reading, writing and numeracy.
- Renewed focus for 2020 on the '3rd teacher' – the quality learning environment.
- Non–negotiables as part of a Quality Learning Environment signature pedagogy will include:
- Bump it up walls, high impact teaching strategies (LI/SC, explicit teaching)
- Reading focus for 2020 Yr 3 – locate and interpret explicitly stated information
- Numeracy focus for 2020 – consistent lesson structure across school, real life problems to begin each lesson, number talks, answering questions in a sentence to give context to numbers
- Numeracy focus – fractions of a collection, decimal place value, equivalence, space and geometry
- 2020 school targets–61.9% students achieving expected growth in reading, 62.9% students achieving expected growth in Numeracy, 30.6% students in top 2 bands I Numeracy, 40.5% students in top 2 bands Reading, 86.9% students attending 90% or more of the time, 88.7% students with positive wellbeing as indicated in the TTFM survey.

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)

Improvement Measures

1. School PBL data reflects a positive school culture with data at or above PBL whole school goal levels.
2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.
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.

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 2019, the school trained 2 new internal coaches to ensure sustainability of PBL into the future. The school also focussed on ensuring that "Every student is known, valued and cared for" through the establishment of our innovative Young North Stars Tier 2 intervention across the school for all students. Young North PS was awarded an Executive Directors award for this initiative in 2019. 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.

Progress towards achieving improvement measures

Process 1: 1. Consolidate and expand effective partnerships to support student well-being and school learning support systems.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Data has been analysed from 2019 and will guide focus areas for 2020, for example, looking at transitions from playground into classroom settings, change in exiting the school routines and bus procedures.• Tier 2 interventions and programs have been offered through the entirety of 2019• 2020 plan of action developed.• TTFM data survey• 2020 SCHOOL TARGETS	<ul style="list-style-type: none">• Provision of additional teacher above establishment(\$106, 716)• Speech and OT interventions(\$33 495)• Additional SLSO's to support students with disability through IFS(\$112, 921)• Extra staffing to enable social skills coach and tier 2 and 3 interventions (\$9000)• Provision of Family Support worker (\$19 500)• Provision of Aboriginal Linkages Worker (\$5 405) <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$38653.00)• Socio-economic background

Progress towards achieving improvement measures

- Data has been analysed from 2019 and will guide focus areas for 2020, for example, looking at transitions from playground into classroom settings, change in exiting the school routines and bus procedures.
- Tier 2 interventions and programs have been offered through the entirety of 2019
- 2020 plan of action developed.
- **TTFM data survey**
- **2020 SCHOOL TARGETS**

(\$260258.00)
 • Low level adjustment for disability (\$112921.00)

Process 2: 2. Consolidate and make sustainable current Tier 1 & 2 Positive Behaviour for Learning (PBL) intervention strategies and add Tier 3 intensive level supports.

Evaluation	Funds Expended (Resources)
<p>• The PBL team evolved during 2019 with many changes taking place. It presented an opportunity to diversify, up-skill multiple staff members and share leadership opportunities to aspiring leaders within the school.</p> <p>• By the end of 2019, tier 2 interventions have continued to be targeted toward proactively educating students exhibiting on-going minor behaviours.</p> <p>• The PBL team continue to enhance student reward systems and ensure that star bucks are valued and relevant.</p> <p>At the end of 2019, the PBL developed their vision for 2020 through the 'PBL 2020 Action Plan'</p>	<ul style="list-style-type: none"> • Provision of additional teacher above establishment(\$106, 716) • Speech and OT interventions(\$33 495) • Additional SLSO's to support students with disability through IFS(\$112, 921) • Extra staffing to enable social skills coach and tier 2 and 3 interventions (\$9000) • Provision of Family Support worker (\$19 500) • Provision of Aboriginal Linkages Worker (\$5 405) <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$38653.00) • Low level adjustment for disability (\$38663.00) • Socio-economic background (\$260258.00)

Process 3: 3. Build teacher capacity and strong whole school systems to differentiate for both behaviour and learning.

Evaluation	Funds Expended (Resources)
<p>• The PBL team has had a successful 2019. Opportunities to provide professional learning at whole school staff meetings are incorporated every term with the focus always coming back to providing the systems and structures that will support teachers to manage behaviour and maximise their opportunities to target student learning.</p>	<ul style="list-style-type: none"> • Provision of additional teacher above establishment(\$106, 716) • Speech and OT interventions(\$33 495) • Additional SLSO's to support students with disability through IFS(\$112, 921) • Extra staffing to enable social skills coach and tier 2 and 3 interventions (\$9000) • Provision of Family Support worker (\$19 500) • Provision of Aboriginal Linkages Worker (\$5 405) <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$38653.00) • Low level adjustment for disability (\$38663.00) • Socio-economic background (\$260258.00)

Next Steps

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- At the end of 2019, the PBL developed their vision for 2020 through the 'PBL 2020 Action Plan'
- 2020 school targets—61.9% students achieving expected growth in reading, 62.9% students achieving expected growth in Numeracy, 30.6% students in top 2 bands I Numeracy, 40.5% students in top 2 bands Reading, 86.9% students attending 90% or more of the time, 88.7% students with positive wellbeing as indicated in the TTFM survey.

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.

Improvement Measures

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.

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.

3. Early Action for Success 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.

Overall summary of progress

In 2019, a whole school approach to coaching & mentoring staff utilising the school's Instructional Leader K–2 and planned Executive support continued to be 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. 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.

Progress towards achieving improvement measures

Process 1: 1. Expanding current instructional leadership across K–6 through:

- Effective research based practices.
- Regular data analysis to measure impact of teaching.
- Strong coaching and mentoring for all staff K–6 with personal goal and data focused accountabilities structured in.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All middle executive engaged in projecting their facilitation of learning sprints into 2020 and thus placing a focus on the instructional leadership component of their roles. Sprints were conducted in 2019 successfully.• Evaluation of the current coaching/mentoring time led to the conclusion that teams of teachers having a larger chunk of time, less often would be more beneficial. Under 2019 arrangements, each teacher received 30 mins coaching/mentoring time per week which was often split to mean 1 hour per fortnight. Under the new 2020 plan, 100% of class teachers will receive 1 full day every 5 weeks to meet with their stage team and engage in a range of activities to meet their needs including CTJ, planning and designing SOLO taxonomies/rubrics, assessment tasks, case meetings/data intervention meetings, walkthroughs and learning walks.• All executive staff met in week 7 to break down and triangulate various data forms including NAPLAN, the National Literacy and Numeracy progressions, standardised testing including Progressive Achievement Testing and the Dalwood spelling test and internal data such as teacher	<ul style="list-style-type: none">• Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding)• Provision of additional staffing required to release staff for coaching and mentoring• Additional RFF of executive to allow for K–6 coaching and mentoring (\$47712)• Provision of high quality planned PL opportunities(\$32000) <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$50156.00)• Socio-economic background (\$260258.00)

Progress towards achieving improvement measures

made/teacher sourced assessment. From this analysis, school wide focus areas were identified. These school wide focus areas target specific skills that the teachers will explicitly teach. The areas sit alongside whole school growth goals and proficiency targets as shared to all schools.

Process 2: 2. Targeted professional learning using the Timperley Spiral of Inquiry Model to build the capacity of the teachers and leaders to drive an impact culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> All executive analysed SCOUT to find their focus area for 2020. From this, they all planned the inverse section of the hourglass planning template where they reflected on the professional learning needs of their team; how they, as middle exec, would drive the focus and what support they would need from the principal and resourcing for this to be successful. All teachers K–6 will be involved in 5 weekly case management meetings to 'put faces on data' and ensure no student slips through the cracks, to ensure high achieving students can attain 1 years growth for 1 years learning and that those students not achieving at expected grade level be given appropriate interventions to assist with closing this gap. Teachers will be able to reflect on the impact of their teaching over short 4–5 week cycles (Teaching Sprint and data cycles) and make definitive action plans to address areas of need. Agreed that staff meetings should happen fortnightly with a strong focus on P.L and NOT admin type activities that can happen, for example, by email. All professional learning opportunities have been strongly supported with research. Sharing of research has occurred at whole school staff meetings, L3 and executive meetings to challenge thinking and to build teacher knowledge and expertise. At the executive level, assistant principals led the process of finding and sharing research that has been pertinent to their own areas of interest/need. 	<ul style="list-style-type: none"> Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding) Provision of additional staffing required to release staff for coaching and mentoring Additional RFF of executive to allow for K–6 coaching and mentoring (\$47712) Provision of high quality planned PL opportunities(\$32000) <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$50156.00) Socio-economic background (\$260258.00)

Process 3: 3. Develop a strong focus on consistent teacher judgement that uses the learning progressions as the standard student measure K–6 supports reflection of progress and achievement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> During 2019, Young North moved towards tracking student learning K–6 using the national literacy and numeracy progressions. We had 100% of students tracked using the sub-element 'Understanding Text'. This was an important element in our 12 month focus on improving student reading. Teachers participated in moderation sessions to ensure consistency of judgment in writing samples. text level graphs were used in years K–4 to provide a consistent measure of student progress in reading also. Teachers in K–2 were engaged in 5 weekly data meetings where the literacy and numeracy progressions were used to make a comparable judgment to reaching benchmark levels in the syllabus. Samples of evidence were used to validate progress markers and ensure consistency across classes. One of the structures that was put in place at the beginning of 2019 and will continue into 2020, has been the timetableing of RFF at the same time for stage partners. This has enabled shared planning and professional conversations to address similar learning needs as well as the development of assessment tasks to track learning. . 	<ul style="list-style-type: none"> Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding) Provision of additional staffing required to release staff for coaching and mentoring Additional RFF of executive to allow for K–6 coaching and mentoring (\$47712) Provision of high quality planned PL opportunities(\$32000) <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$50156.00) Socio-economic background (\$260258.00)

Next Steps

- Collaborative Planning re-structured for 2020
- Budget for instructional leader Yrs 4–6 with the current K–2 instructional leader expanding to K–3
- Quality interventionists sought and assigned to 3–6 with close monitoring of data and allocations.

- As part of the resourcing for 2020, it was agreed that a collaborative day every 5 weeks would assist the continued shift towards instructional leadership for all executive staff. Teams of teachers will be able to work collaboratively to enhance their expertise, with a particular focus on numeracy.
- The major adjustment to RFF Timetable moving into 2020 will be the timetabling of the supervising assistant principal to be off class at the same time as teachers supervising.
- 2020 school targets—61.9% students achieving expected growth in reading, 62.9% students achieving expected growth in Numeracy, 30.6% students in top 2 bands I Numeracy, 40.5% students in top 2 bands Reading, 86.9% students attending 90% or more of the time, 88.7% students with positive wellbeing as indicated in the TTFM survey.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Funding Aboriginal Loading (\$38653)	<ul style="list-style-type: none"> Enhanced community partnerships and family/student engagement through the employment of an Aboriginal Community Liaison Officer (\$5405). Provided Aboriginal focused School learning and Support Officers resulting in ineffective Personalised Learning, Kinder transition experiences and targeted learning support for students (\$29 680). 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	<ul style="list-style-type: none"> RAM Low Level adjustment for Disability(\$38663) Integration Funding Support(\$112921) 	<ul style="list-style-type: none"> 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)	• \$50156–0.487 Full Time Equivalent	<ul style="list-style-type: none"> 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 (\$260,258)	<ul style="list-style-type: none"> 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 2019. 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 student growth focus 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.

Socio-economic background	RAM Socio Economic Loading (\$260,258)	<ul style="list-style-type: none"> • Provision of Family Support Worker and Aboriginal Linkage Officer roles
Support for beginning teachers	Beginning Teacher Funding 2019 (!4130)	<ul style="list-style-type: none"> • 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

Students	Enrolments			
	2016	2017	2018	2019
Boys	138	124	138	156
Girls	159	129	144	149

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.1	95.2	94.5	95.1
1	91.8	91.4	93.6	94.7
2	94.2	93.1	92.7	92
3	95.5	95.6	93.1	93.5
4	91.3	96.1	94.1	93.9
5	93.3	93.1	94.2	92.1
6	92.9	93.3	95.1	94.6
All Years	92.8	93.9	93.8	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.36
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.79

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	249,115
Revenue	3,885,053
Appropriation	3,770,397
Sale of Goods and Services	18,299
Grants and contributions	95,253
Investment income	1,004
Other revenue	100
Expenses	-3,932,743
Employee related	-3,513,639
Operating expenses	-419,103
Surplus / deficit for the year	-47,689

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	701,805
Equity Total	479,729
Equity - Aboriginal	38,653
Equity - Socio-economic	292,273
Equity - Language	14,095
Equity - Disability	134,708
Base Total	2,206,854
Base - Per Capita	70,002
Base - Location	7,476
Base - Other	2,129,376
Other Total	347,604
Grand Total	3,735,992

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 Young North Public School chose to participate in the Tell Them From Me(TTFM) Survey for Students years 4 to 6, parents and staff.

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 67% State Norm 81% (Year 6 50%)

Students participation in school sports and clubs YNPS 84% State Norm 83%

Students with positive relationships YNPS 78% State Norm 85%

Results show that feedback from students in Year 4 to 6 indicate lower than 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 84% State Norm 83%

Student participation in extra–curricular activities 58% YNPS 55% State Norm

Students with a positive sense of belonging YNPS 67% State Norm 81%

Students with positive relationships YNPS 78% State Norm 85%

Students that value schooling outcomes YNPS 91% State Norm 96%

Students with positive homework behaviours YNPS 53% 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 7.7 State Norm 7.1

School supports positive behaviour YNPS 8.7 State Norm 7.7

Safety at school YNPS 8.4 State Norm 7.4

Inclusive school YNPS 8.3 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 7.2 State Norm 7.8

Learning Culture YNPS 7.8 State Norm 8.0

Data Informs Practice YNPS 7.4 State Norm 7.8

Teaching Strategies 7.8 State Norm 7.9

Technology YNPS 6.6 State Norm 6.7

Inclusive School YNPS 8.0 State Norm 8.2

Parent Involvement YNPS 7.2 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 2020 through the "Every student is known valued and cared for" initiative and the innovation of our Young North Stars Care Groups. 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
- investigate the differences in results between the 2018 1nd 2019 cohorts.
- 2020 school targets–61.9% students achieving expected growth in reading, 62.9% students achieving expected growth in Numeracy, 30.6% students in top 2 bands I Numeracy, 40.5% students in top 2 bands Reading, 86.9% students attending 90% or more of the time, 88.7% students with positive wellbeing as indicated in the TTFM survey.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.