

Young Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Young 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.

Neil Muir

Principal

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Message from the Principal

I am very proud of our entire school community and the opportunities we provide for our students. I am also very fortunate to have the support of a school community that works together to achieve the goal of giving our students the best possible start to their education.

Our team of highly dedicated teachers have been supported in their endeavours to provide the best possible educational environment for the students, by our school's outstanding P&C Association and parent body. This exceptional level of community support has continued to provide a range of resources to enhance learning programs as well as the provision of a wide range of community focused events and activities. The combined efforts of our staff and active parent body help to ensure the continuation of the school's highly nurturing learning environment in which our students continue to thrive. Our regular school newsletter communication has been supported by our Facebook page and the Skoolbag app. Numerous teachers are now using Class Dojo to reward student behaviour and to provide an opportunity for informal communication with parents.

The P&C raised substantial funds to support school programs to improve the school environment and to provide essential resources for students. The purchase of new home readers, music stands and guitars, as well as notebook computers and a charging station supported our class and extension programs. The supply and fit of tennis/volleyball posts and shade shelters and the beautification of our quadrangle area enhanced the school environment. The swimming caps for student representatives and financial contribution to assist our students to attend Riding for the Disabled have also been appreciated.

During 2016 Young Public School introduced Bounce Back to support and extend our current quality wellbeing programs. Throughout the year teaching staff continued to develop self-reflective teaching practices through implementation of classroom observations and the development of personal Performance and Development Plans (PDPs).

Neil Muir

Principal

Message from the school community

The Young Public School Parents and Citizens Association (P&C) operates as a not for profit organisation raising funds to purchase additional equipment and resources for our children at Young Public School.

2016 proved to be another busy year with fundraising events being held throughout. These included a Movie night and Cherry Festival Stall as well as the usual meal deals, discos, Mother's and Father's day stalls, Easter and Christmas raffles.

With the help and support of volunteers, these events give the P&C the financial ability to support the school and children through the provision of resources and equipment. In 2016 the P&C donated \$3,000.00 for the purchase of new home readers, \$2,100.00 for the purchase of guitars, \$1,800.00 towards supporting students to attend riding for the disabled, \$2,000.00 towards supply and fit of tennis court posts, \$2,310.00 for swimming caps for student representatives and \$450.00 to help with the purchase of music stands. Our movie night fundraiser contributed \$2355 towards the purchase of notebooks and a charging dock.

The outsourcing of canteen operations in early 2016 allowed P&C members to focus their effort on fundraising activities. The reduction of canteen related overheads has resulted in an overall profit for 2016 of \$15,061.86 – almost 240% higher than 2015. A positive movement in cashflow of \$2,362.45 was also seen for 2016.

I would like to thank the P&C 2016 Executive (Tanya Dillon, Andree Rowntree, Bruce Mason, Alona Apps and Edwina Beveridge) and all the volunteers, for their significant contribution to fundraising and support for the Young Public School community.

Sally Martin – P&C President 2016

Message from the students

Message from the Students

The SRC is made up of two representatives from each Yr2–6 class, two library monitors, and the student councillors. This year the SRC has met three times per term to share ideas and discuss suggestions which would benefit the school.

In 2016, the students supported Stewart House, raising \$62.00 and Pink Stumps Day \$832.10. We also supported the Young Food Hall and raised \$660.25. Several staff members shaved their heads for "Shave for a Cure" and along with the "Crazy Hair Day" we raised \$3078.35. Our World Vision sponsored child is Chanpharma Sybounthiem. Chanpharma and his family live in Laos and he has been our sponsored child for three years. We raised \$1110.00 for this cause.

The SRC and Year 6 2015 suggested the purchase of two "Buddy Benches" for the school. These have proven to be very popular with the students. Year 6 fundraising went towards two large waterproof clocks to be installed in the playground.

Along with the SRC, our other leadership opportunities have included IT and Light and Sound teams and Peer Support students. The students have become more confident sharing their ideas within the group and have learnt how to work together with one other during a formal meeting.

Amanda McAlister – SRC Coordinator

Elisabeth Hall and Corey Lucas – Year 5 2016 SRC Representatives

School background

School vision statement

The Melbourne Declaration on Educational Goals sets out the moral imperative on which Young Public School's ethos and collective vision is based. All teachers and staff at Young Public School are committed to improving the learning outcomes of all students by developing children to become successful learners, confident and creative individuals, and active and informed citizens. All teachers and staff are also committed to further developing and strengthening partnerships between students, parents, carers and families, the broader school community, business, other schools and education and training providers to maximise student engagement and learning.

School context

Young Public School serves the communities in the Young District. Situated in the South–West Slopes, Young is four hours south–west of Sydney and two hours from our nearest major centres of Canberra and Wagga Wagga. Major industries and employers include agriculture, viticulture, horticulture, retail, construction, engineering, and services. We are part of the Southern Tablelands School Network. 21 mainstream classes and 2 support classes cater for the needs of approximately 550 students.

Young Public School has an Index of Community Socio–Educational Advantage (ICSEA) of 962, which is below the Australian average ICSEA of 1000. Young Public School has 43% of children in the bottom quarter as measured by ICSEA compared with the national average, and only 11% in the top quarter as compared to the national average. Other significant student populations include indigenous (9%) and LBOTE (8%) students.

Unemployment, both intergenerational and long–term, has an impact on many families and financial stress significantly affects many students at Young Public School, particularly in the areas of attendance (currently at 94%) and parent disengagement. This segment of our parent body is highly contrasted with another significant segment of our parent body, highly aspirational parents.

Distinctive attributes of the school include our school band and music program. The commitment and engagement of staff to ongoing professional development, including participation in evidence–based programs Best Start, L3, Focus On Reading, Accelerated Literacy, Teaching Early Numeracy (TEN), and the implementation of the MultiLit suite of programs, ensures a quality teaching and learning environment.

Young Public School has developed and maintained partnerships with Young High School, Young North Public School, Young Small Schools, Young Regional School of Music and Young Shire Council.

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: Learning Culture

Statement of Excellence: In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

The school's on–balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Sustaining and Growing: There is demonstrated commitment within the school community to strengthen and deliver on

school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

LEARNING: Wellbeing

Statement of Excellence: In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing: The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

LEARNING: Curriculum and Learning

Statement of Excellence: In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing: Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning, to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

LEARNING: Assessment and Reporting

Statement of Excellence: In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

Sustaining and Growing: The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

LEARNING: Student Performance Measures

Statement of Excellence: In schools that excel, students consistently perform at high levels on external and internal school performance measures.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

and Growing: Students are showing higher than expected growth on internal school performance measures.

TEACHING: Effective Classroom Practice

Statement of Excellence: In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing: Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

TEACHING: Data Skills and Use

Statement of Excellence: In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

TEACHING: Collaborative Practice

Statement of Excellence: In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing: Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

TEACHING: Learning and Development

Statement of Excellence: In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Sustaining and Growing: Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

TEACHING: Professional Standards

Statement of Excellence: In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

LEADING: Leadership

Statement of Excellence: In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership, and organisational best practice.

Sustaining and Growing: Leadership development is central to school capacity building.

LEADING: School Planning, Implementation and Reporting

Statement of Excellence: In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

The school's on-balance judgement for this element is: **Delivering**

The descriptors chosen are:

Delivering: Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing: There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

LEADING: School Resources

Statement of Excellence: In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing: Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. **Excelling:** The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

LEADING: Management Practices and Processes

Statement of Excellence: In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: **Sustaining and Growing**

The descriptors chosen are:

Delivering: The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

Sustaining and Growing: There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information, and strengthen parental engagement.

Excelling: Practices and processes are responsive to school community feedback.

Strategic Direction 1

Quality teaching

Purpose

To maximise student learning outcomes with each student achieving at least a year's worth of learning from every year's teaching through the QualityTeaching Framework.

To support existing evidenced-based teaching and learning programs and to identify, implement and sustain these programs to improve student learning outcomes.

Overall summary of progress

Quality teaching is a continuous focus for Young Public School. The Quality Teaching Framework is used to support teachers to build their capacity as providers of quality teaching and learning programs.

Professional learning for this project is aligned to the School Plan and is focused on continued commitment to, and consolidation of, evidence-based teaching and learning programs. These include Focus On Reading, L3, Accelerated Literacy, and Targeting Early Numeracy (TEN). Goal setting for Performance Development Plans and peer coaching opportunities have provided further opportunities to embed and sustain quality teaching practices supported by these programs.

Existing, successful explicit teaching practices have been revisited in whole-staff professional learning in order to reinforce and build consistent teacher practice and judgement in specific KLAs.

The Strategic Direction 1 team have implemented scope and sequences in all Key Learning Areas aligned to the NSW Syllabuses for the Australian Curriculum, including on-going assessment and outcomes-based reporting to increase teacher capacity through collaboration, coaching and effective practice.

School leaders across all stages are working with colleagues to develop consistent, rigorous assessments that will be collated, analysed and utilised to inform school excellence, including strategic planning for professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth towards state average in top 2 NAPLAN bands OR growth towards state average of students achieving proficiency and increasing numbers of students achieving age appropriate clusters in PLAN	Use of NAPLAN and PLAN to measure student growth. Ongoing analysis of K-6 data to ensure consistent and rigorous data collection. The school has established and is implementing a systemic plan for the collection, analysis and utilisation of a range of evidence to inform school excellence.	QTSS Staffing Allocation Professional Learning Low Socio-economic background Support for beginning teachers
All staff understand and are engaged in using evidence to build their capacity.	Following PDP process and reflection at Executive level, it was determined that professional learning in peer coaching is necessary. This will form part of our HOOPS network's investment in Visible Learning, encompassing walk-throughs, and effective feedback. An aligned and consistent data collection plan will be formulated in 2017 to support Visible Learning.	QTSS Staffing Allocation Professional Learning Low Socio-economic background Support for beginning teachers
Staff meet the individual learning needs of all students through evidence-based, differentiated curriculum delivery	Processes to support teachers with curriculum differentiation. Identify areas that require capacity building of assessment types.	QTSS teacher allocation: 0.447 Aboriginal background loading: \$16, 482

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff meet the individual learning needs of all students through evidence-based, differentiated curriculum delivery	Processes to support teachers with curriculum differentiation. Identify areas that require capacity building of assessment types.	English Language Proficiency: \$4, 818 Socio-economic background: \$101, 741

Next Steps

Staff continue to focus on quality practice through renewed focus and engagement with the Quality Teaching Framework. Planning processes for professional learning are informed by the School Plan. Professional learning is targeted and sustained, with teachers receiving on-going capacity building and engaging in high-quality collaborative and reflective practice. Embedding analysis of processes and programs into weekly meetings is informing decision making.

Staff continue to focus on capacity building through participation in the Performance Development Framework. Extensive ongoing training in new school planning and mile-stoning process, and School Excellence Framework.

Further development of peer coaching using the Performance Development Framework will continue to drive improvements in teacher performance. On-going commitment to Quality Teaching programs including Focus On Reading, L3, Targeting Early Numeracy, and the MultiLit suite of programs. Continued whole-staff learning on successful explicit teaching strategies that support curriculum differentiation and improved student learning outcomes. Embedding of quality assessment practices, including data collection and analysis, to inform professional learning planning and teacher practice.

Strategic Direction 2

Inclusive and engaged school communities

Purpose

To maximise student learning outcomes through development of local public school K–12 network, increased parental and community engagement, and productive relationships with external agencies.

To develop effective school structures which develop a culture of collaboration and two way communication, both within the school and in the wider community.

Overall summary of progress

Wellbeing continued to be a significant focus within the school. As a result of staff, community, and student surveys in 2015, the evidence-based positive psychology program Bounce Back! was implemented. Whole-staff professional learning as well as parent workshops were undertaken. The program was successfully launched with a Bounce Back week for students. The evidence-based mindfulness program, Smiling Mind was implemented across the school, with Smiling Mind ambassador, Danette Watson, working with staff and students. Ongoing commitment to existing wellbeing programs including Cool Kids, mentoring and peer support.

Our school community responded overwhelmingly to our 2016 survey. Out of a possible 365 families, 225 responded. As a result of this survey an analysis of homework practices and research into best practice occurred. Our staff and school community continue to investigate possible future directions, including additional and efficient means of communicating with our parents. A wellbeing survey was carried out by all students to establish baseline student wellbeing data.

The Hilltops Organisation Of Public Schools (HOOPS) continued to develop opportunities for students in the network to learn together. Leadership meetings commenced and a program of joint professional learning was established including the implementation of Visible Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in home learning partnerships by 20% to support engagement in student learning, well-being and cultural programs at the school.	Improved participation in survey from 2% to 62%	Paper-based parent/carer survey
Strong, positive and productive relationships with support agencies to develop transition, well-being, and developmental programs to support students and their families.	Students demonstrate engagement within school context. Quality tracking of students' wellbeing implemented; evaluation of programs and processes, identify data required for evaluation.	Aboriginal Education Officer and Aboriginal background funding Low Socio-economic background funding Total: \$18,428
An active local schools' network.	HOOPS network professional learning organised for 2017.	Ongoing HOOPS planning for professional learning in 2017

Next Steps

The school will continue to improve the wellbeing of students through access to quality wellbeing programs. In particular, ongoing professional learning in Bounce Back!, as well as plans to purchase additional resources to support the Bounce Back! program. An annual wellbeing survey will include all students to determine effect size of current wellbeing programs. Additional means of parent engagement will be developed, as well as an annual parent survey. Additional opportunities within the HOOPS network, will be provided through Visible Learning professional learning. Further areas to collaborate within the HOOPS network will be identified, including common learning frameworks.

Strategic Direction 3

Student success as learners

Purpose

To provide all students with the skills, resources, technology and understanding of the new curricula necessary to equip them for a rapidly changing future, where students are involved in planning and monitoring their own learning.

Overall summary of progress

Evidence from external testing and staff professional learning survey identified writing as an initial focus for building students' capacity to direct and monitor their own learning. Processes were developed to support teacher understanding of the explicit teaching of the meta-language and processes enabling students to set learning goals, analyse, evaluate and reflect on their own learning.

Focus On Reading was delivered to all Stage 2 and Stage 3 teachers. FOR promotes the explicit teaching of the meta-language of reading comprehension. In Term 4, all teachers taught one cluster in the numeracy continuum and explicitly used the meta-language for the fractions PLAN cluster.

All staff participated in a Visible Learning workshop to develop shared understanding of how students use the meta-language of learning to identify what they can do and what they need to do to progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are able to confidently model the values and culture of our school.	Students can clearly articulate our school code: Be Honest, Show Kindness, Respect People and Property. The language of Bounce Back is being embedded into class programs and overall school culture. Student leaders exhibit initiative and support to junior students through Student Representative Council (SRC) and peer support programs.	Low level adjustment for disability
Students will utilise explicitly taught success criteria to improve their learning and social engagement.	Explicit success criteria was not implemented into all classes but the language of explicit success criteria began to be heard across classrooms. Strategic Direction 3 team presented the teacher language, "What I am Looking For" and "We Are Learning To" finishing with "What does it look like?". Starting lessons with these success statements gave the students the explicit criteria and how to achieve it. The Strategic Direction Team have regularly in-serviced staff on learning intentions and cluster markers. The language of the continuum embedded in the classroom is still a work in progress and teachers as students become comfortable with using meta-language to drive their learning.	Low level adjustment for disability Total: \$51, 578

Next Steps

Visible Learning professional learning for all teachers in the HOOPS network. Establishment of "Evidence into Action" team to support the implementation of Visible Learning at Young Public School.
Joint analysis of student work samples and data to monitor student learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>SD1: SLSO provide learning and behaviour support to Aboriginal students.</p> <p>SD2: Our Aboriginal Education Officer supports students and families at Young Public School to be successful citizens and learners.</p> <p>SD2: Increased engagement, attendance and achievement of indigenous students.</p>	<p>AEO, SLSO \$25689</p> <p>Resources \$792</p>
English language proficiency	SD1: School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs.	<p>* SLSO \$4818</p> <p>Total: \$4,818</p>
Low level adjustment for disability	<p>SD3: Additional SLSO staff employed to provide additional intensive support to students requiring learning adjustments.</p> <p>SD3: Additional resources and PL to support students with special needs.</p>	<p>SLSO \$50,511</p> <p>Resources \$1,066</p> <p>Total: \$51,578</p>
Quality Teaching, Successful Students (QTSS)	SD1: The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all classrooms. This resource was used to provide additional executive release to support collaborative practices in the school to allow teachers to observe each other's lessons. Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.	0.447 teacher allocation
Socio-economic background	<p>SD1: Student Learning and Support Officers and parent helpers were trained to implement a daily MULTILIT program.</p> <p>SD1: Professional learning in quality evidence-based programs; additional staffing to support students.</p> <p>SD2: Financial assistance to families in need to support student engagement at school through the provision of school uniforms, essential learning materials and attendance at school excursions.</p>	<p>\$58,437 SLSO</p> <p>43,300 Professional Learning/Additional Staffing</p> <p>\$3,709 Student Assistance</p> <p>\$4,719 Resources</p> <p>Total: \$110,169</p>
Support for beginning teachers	SD1: Beginning teachers received additional support in the first year of their career. Beginning teachers are provided with increased teacher release, access to additional support, professional development and mentoring time with their supervisors.	Total: \$12,635

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	318	309	315	317
Girls	254	242	243	253

Enrolment trends have remained stable over the past few years. Census data reports that Young's birth rate slowed slightly over the past couple of years but this has yet to impact school enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	94.6	93	95.8
1	91.7	94.4	94.8	95.2
2	94.8	94	94.1	94.7
3	94	95	93.8	94.6
4	94.2	94.2	94.8	94.6
5	94.8	93.5	93.9	95
6	93.2	94.5	94.3	93.8
All Years	93.8	94.3	94.1	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Parents are reminded of the importance of regular attendance at school to engage students in school life. Most absences will be excused and require no further follow-up. Attendance is monitored at regular school wellbeing team meetings. Where absences are of concern due to their nature or frequency, the school will involve the parents and the student as appropriate, in developing strategies to improve attendance. The class teacher or deputy principal will contact the parent to facilitate improved attendance. Ongoing poor attendance or disengagement from school may trigger a referral to the Home School Liaison Program.

Class sizes

Class	Total
KB	22
KW	21
KS	21
KG	20
1B	19
1T	19
1S	19
1H	20
2C	26
2V	24
2R	24
3M	31
3K	29
3/4R	29
4C	31
4B	30
5N	27
5G	29
5R	29
6W	29
6M	25
6L	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.08
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	6.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Aboriginal composition at Young Public School is 4%.

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	15

Professional learning and teacher accreditation

Professional learning for staff members in 2016 was aligned with the Strategic Directions in the School Plan, and goals within individual Performance Development Plans that reflect school, stage and individual priorities. Teachers had professional learning in the following areas:

- L3 New Teacher program (1 teacher)
- Targeting Early Numeracy (12 teachers)
- Bounce Back! (whole-staff)
- Non-violent Crisis Intervention update (whole staff)
- Beginner teacher workshops and conferences
- MiniLit; collegial observations; network meetings
- Maths conference

- Sports coaching
- Special needs conference
- Positive Schools Conference.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	231 041.63
Global funds	437 626.11
Tied funds	324 121.61
School & community sources	145 220.70
Interest	6 169.67
Trust receipts	18 351.80
Canteen	0.00
Total income	1 162 531.52
Expenditure	
Teaching & learning	
Key learning areas	52 355.97
Excursions	60 688.41
Extracurricular dissections	60 127.92
Library	0.00
Training & development	4 417.70
Tied funds	388 913.13
Short term relief	133 104.30
Administration & office	74 782.20
School-operated canteen	0.00
Utilities	67 991.56
Maintenance	30 398.73
Trust accounts	17 994.33
Capital programs	54 879.60
Total expenditure	945 653.85
Balance carried forward	216 877.67

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

School-based assessment

Language, Learning and Literacy (L3)

This was the sixth year of implementation of L3 in Kindergarten at Young Public School. One teacher participated in ongoing professional learning. Students in Kindergarten were monitored on their supported reading level and written vocabulary every five weeks. Considerable individual progress was noted during the year. End of the year monitoring showed the following results:

Instructed, supported reading level of students:

- 18+ 17%
- 9–17 57%
- 5–8 30%
- 0–4 8%

Students were also asked to write a number of known words. Each student was given ten minutes to do so.

Number of written words per student:

- 40+ 35%;
- 25–39 21%
- 16–24 19%
- 6–15 18%
- 0–5 4%

Targeted Early Numeracy

Targeted Early Numeracy targets Cluster Two in the Numeracy Continuum, Early Arithmetical Strategies. Monitoring throughout 2016 showed the following progression from Term 1 to Term 4:

Kindergarten: (proficiency is at Level 3 in Kindergarten)

- Level 0: 14% to 1%
- Level 1: 74% to 48%
- Level 2: 9% to 24%
- Level 3: 1% to 27%
- Level 4: 0% to 1%

Year 1: (proficiency is at Level 4 in Year 1)

- Level 0: 3% to 0%
- Level 1: 13% to 7%
- Level 2: 33% to 16%
- Level 3: 38% to 41%
- Level 4: 14% to 36%

Year 2: (proficiency is at Level 4 in Year 2)

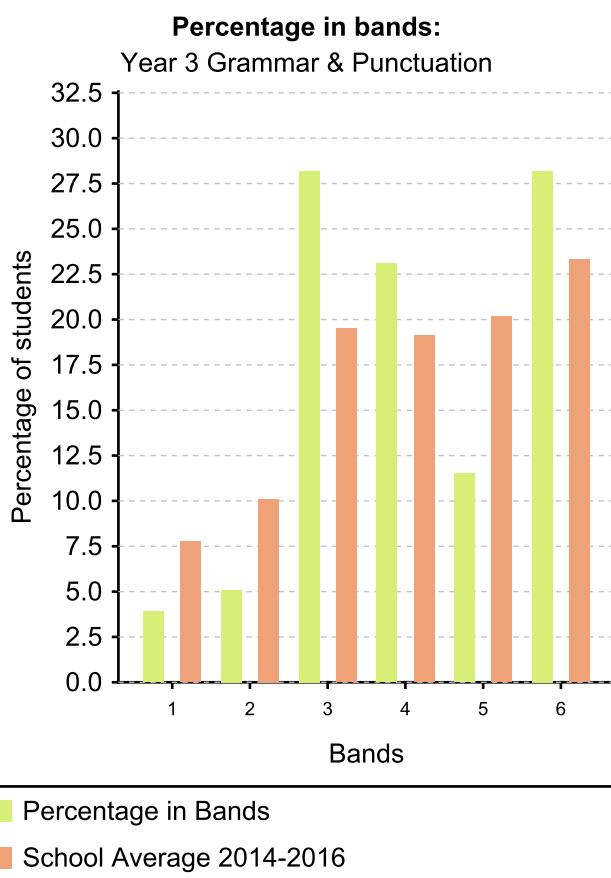
- Level 0: 0% to 0%
- Level 1: 17% to 1%
- Level 2: 35% to 3%
- Level 3: 29% to 39%
- Level 4: 20% to 57%

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

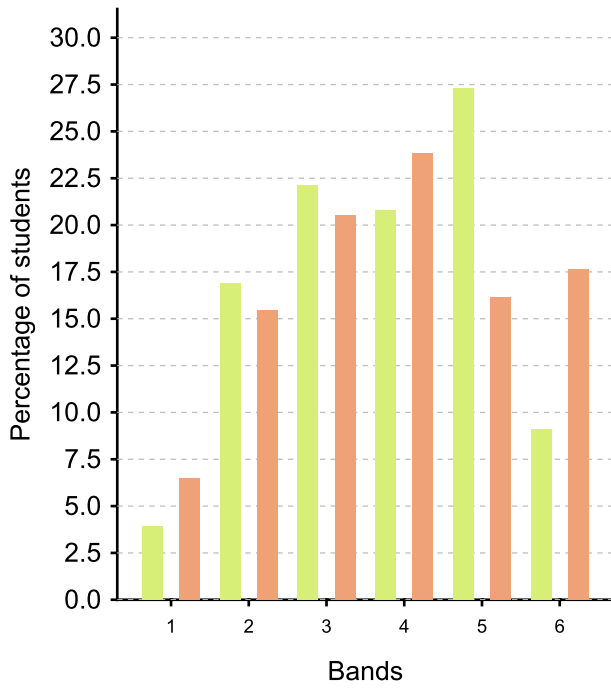
The NAPLAN Literacy assessments were conducted in May with 77 Year 3 students and 82 Year 5 students participating.

Students in Year 3 and Year 5 performed better in Spelling, Grammar and Punctuation than in Writing and Reading.

An average of 55% of Year 5 students achieved greater than or equal to expected growth in literacy.

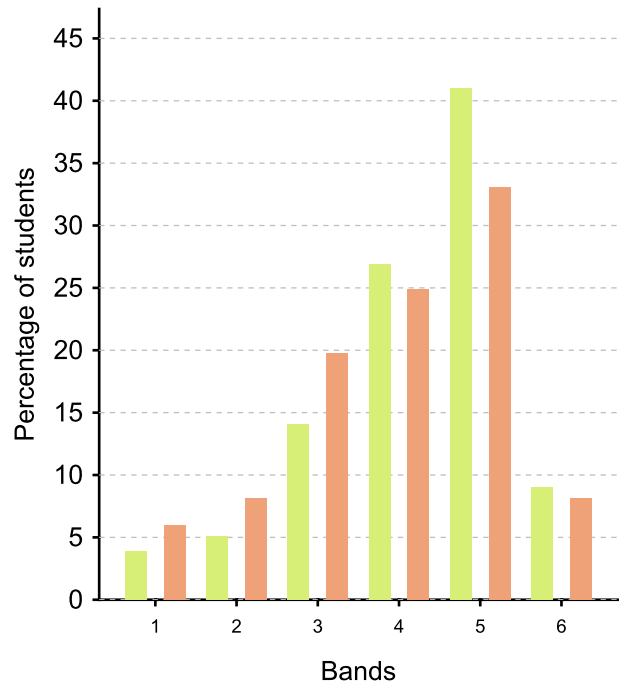


Percentage in bands:
Year 3 Reading



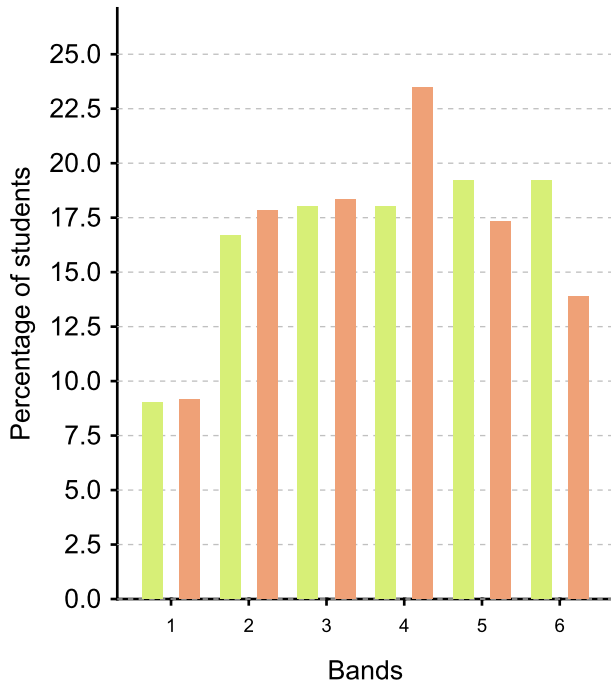
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



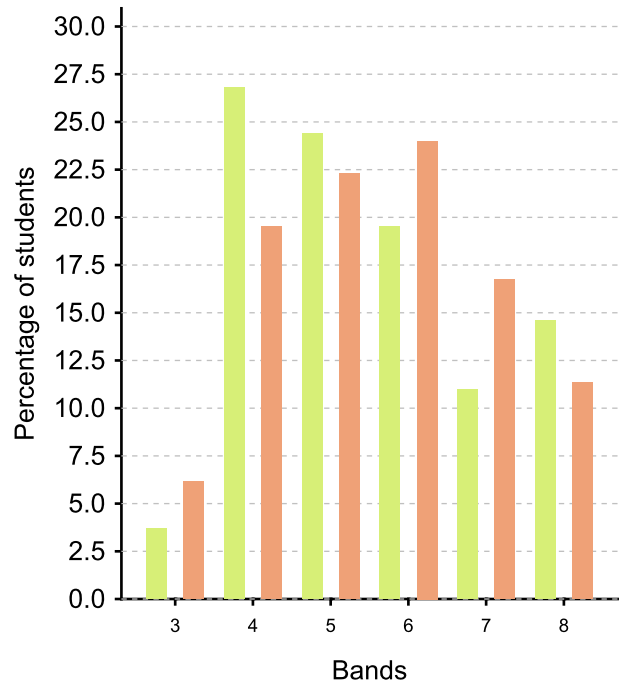
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



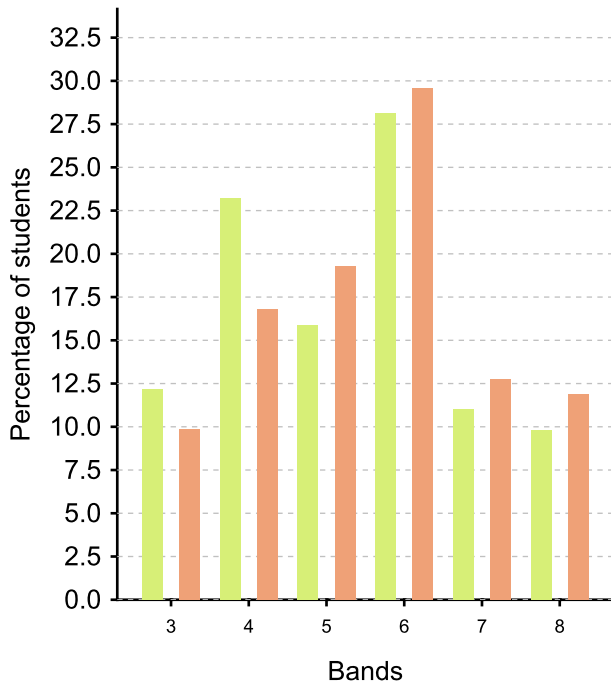
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



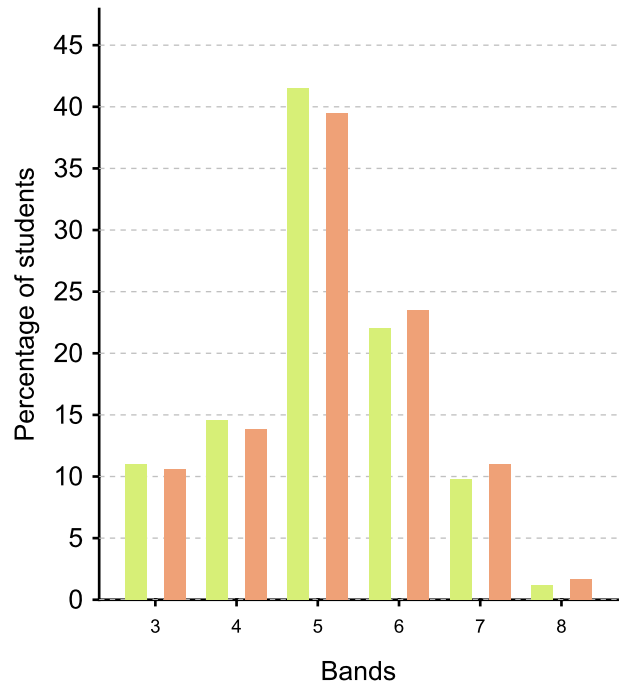
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



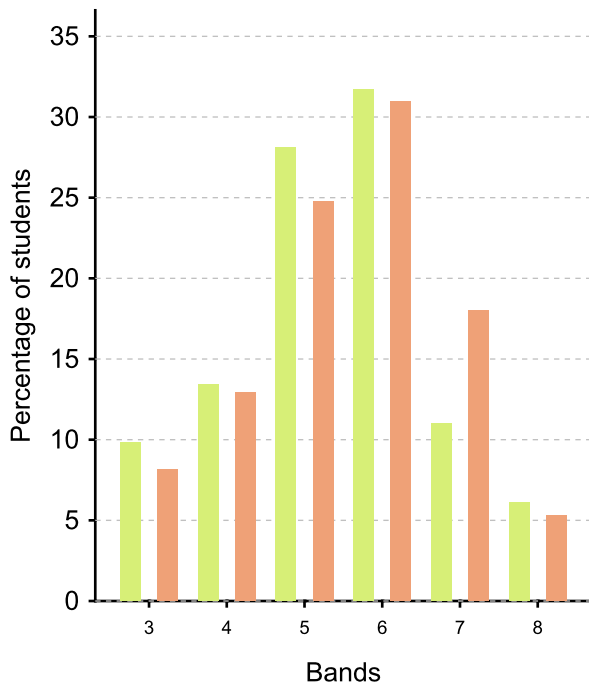
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

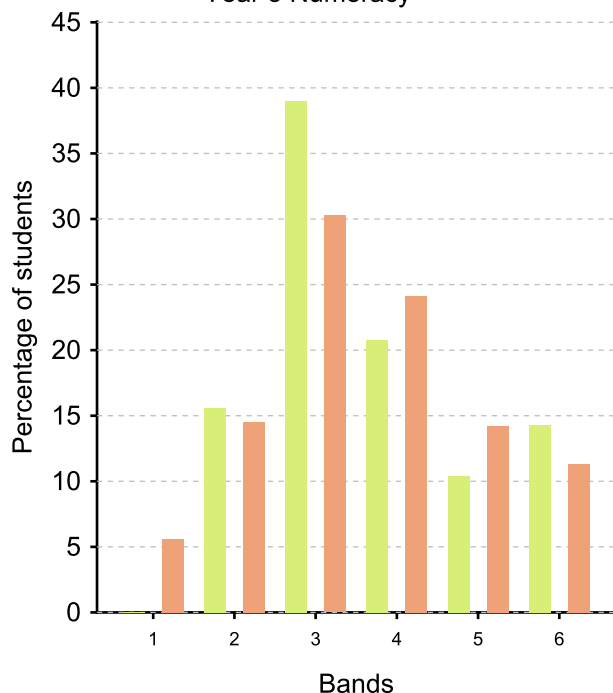
The NAPLAN Numeracy assessments were conducted in May with 77 Year 3 students and 82 Year 5 students participating.

Students in Year 3 performed better in Data, Measurement, Space and Geometry than in Number, Patterns & Algebra.

Students in Year 5 performed better in Number, Patterns & Algebra than in Data, Measurement, Space and Geometry.

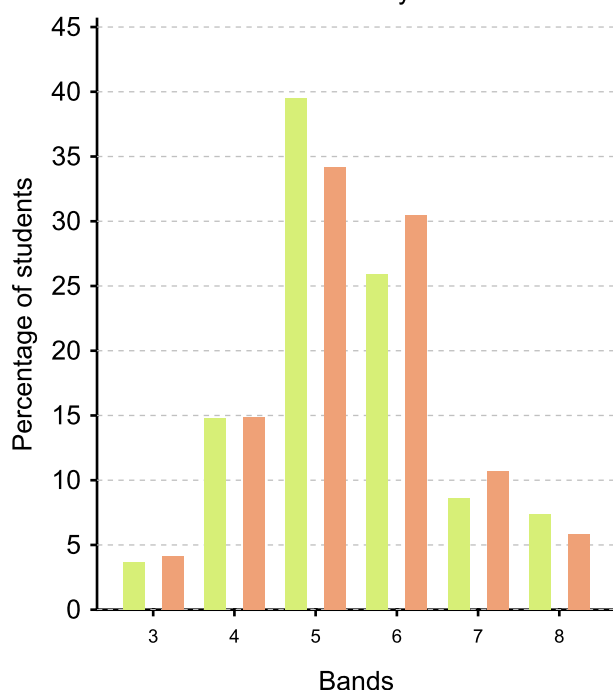
52% of year 5 students achieved greater than or equal to expected growth in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school box and select GO to access the school data.

The proportion of students in the top 2 bands in Yr 3 NAPLAN increased in the following areas:

Reading 33.8 – 36.4 +7%

Writing 34.8 – 50 +30%

Spelling 24.6 – 38.4 +36%

The proportion of students in the top 2 bands in Yr 5 NAPLAN increased in the following areas:

Numeracy 14.6 – 16 +9%

Data, Meas, S&G 13.4 – 17.2 +22%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

Parents

Overwhelmingly, YPS is a place where people feel welcome. Parents and carers think YPS is a good school and would recommend it to others. Students feel safe, enjoy school and are encouraged to do their best. Responders greatly appreciated the opportunity to give their opinions and a variety of issues were raised in the comment section, enabling YPS to understand areas that parents feel are important. Most people read the newsletter regularly and around half are using the SkoolBag app and Facebook to keep up to date.

Communication between home and school was an important issue. Parents appreciated being kept informed about their child's progress both formally, such as through parent/teacher interviews, and also informally. Most parents felt their opinions were listened to and that staff worked with them to support their students. The support and care from staff for all students was positively commented on. Responders appreciated the commitment of teachers and support staff in providing opportunities for extension as well as extra support for students who are having difficulties. Most felt that their children were making good progress and that their learning needs were met.

Homework was a topic which had a mixed response. It was addressed by 50 people out of the 77 who made additional comments, so is a significant issue. The response showed that 95% of parents are willing to consider changes to YPS homework. The comments were varied with most responses indicating a recognition of the benefits but many also identified difficulties that arise. A majority of parents felt that *some* homework was important and that they were able to support homework but in many households it causes stress.

Students

In 2016, Students in Years K–6 were surveyed to gauge student wellbeing levels. The Kids Matter Student Survey tools (K–3, 4–7) were used. The key findings of the survey include:

1. The overwhelming majority of children like school. Students enjoy school and generally feel happy at school.
2. Again, the overwhelming majority of children feel that their teachers care about them; and that they feel safe at this school.
3. A significant majority of children feel they have the required social competencies (social skills, including friendship skills).
4. A significant majority of children have a positive self-image.

Sections three and four of the survey (encompassing social skills, friendships, and self-image) pointed to a significant percentage of children whose wellbeing could be improved. As a result we researched programs that could further support student resilience and other positive psychological interventions. Bounce Back!, an evidence-based positive psychology program was implemented in Term 2, 2016.

Staff

In 2016 all staff were surveyed using the Kids Matters Staff Survey tool. The key findings from the survey include:

1. 89% of staff agree that Young Public School is a positive school community.
2. 87% of staff agree that Young Public School provides social and emotional learning for students.
3. 83% of staff agree that Young Public School works appropriately with parents and carers.
4. 85% of staff agree that Young Public School helps children with mental health difficulties.

The results of the survey aligned closely to student responses and supported the implementation of Bounce Back!

Policy requirements

Aboriginal education

Young Public School is committed to improving the educational and wellbeing outcomes of Aboriginal and Torres Strait Islander students.

This year Young Public School had a total of 44 Aboriginal students enrolled. All students have personalised learning plans which are revised regularly. The cross-curricula priority of Aboriginal and Torres Strait Islander histories and cultures continues to be embedded into learning activities including texts with indigenous perspectives.

Aboriginal students in Years 3–6 participated in an excursion to an Aboriginal dance workshop in Cowra,

as well as a NAIDOC barbeque in Carrington Park.

This year for NAIDOC week all students participated in the creation of an art exhibition held at the school. Classes researched Aboriginal authors and illustrators which became the inspiration for their artwork. Approximately 500 community members viewed the art exhibition.

Mrs Enid Clarke continued to be a major asset to Young Public School developing connections between school, families and the Indigenous community.

The Proud and Deadly Award ceremony saw 31 Aboriginal students attend with many receiving awards for encouragement, attendance or in recognition of their citizenship, sporting or academic efforts.

Norta Norta funding was used to support targeted students requiring literacy or numeracy support. Funding of \$2390 was used to support students who were identified in NAPLAN testing.

Multicultural and anti-racism education

We have a consistent enrolment of between 4% and 5% of students from non-English speaking backgrounds. Young Public School's "Thinking of Others" program in conjunction with the positive psychology program, Bounce Back!, underpins all aspects of school life. Included in this program is a strong focus on multiculturalism and anti-racism initiatives. Although the TOO philosophy is referred to daily throughout the school, one week per term is dedicated to Bounce Back/TOO Week. Young Public School celebrates Harmony Day. On this day students present items at a community concert, all of which reflect a multicultural, togetherness theme. Our whole school Bounce Back/TOO social skills program targets specific behaviours such as "including others", "respecting other cultures" and "being peacemakers". Throughout the year all classes study the cultural diversity of our country through various units of work in HSIE and through English texts with Indigenous and multicultural perspectives. Halal options are also available in the canteen and for sausage sizzle fundraisers.

Other school programs

Young PS Band

The Young Public School Band had a very successful year in 2016. At the end of the year, Junior Band had 7 members and Senior Band had 34 members. Instruments in our band include flute, clarinet, saxophone, trumpet, trombone, percussion, keyboard, glockenspiel, bass guitar and acoustic guitar. We performed at the Australian National Eisteddfod and gained a Gold award. We also performed at the Orange Eisteddfod and received an Encouragement Award. Our senior band performed weekly at assemblies and our annual presentation night as well as community events including the Lambing Flat Festival and the

Cherry Festival. Several students attended the Regional Riverina Band Camp in Albury in Term One. The camp was held for a week with students being tutored by music professionals and gained many more musical skills and experiences. Our conductor, Mr Mark Corkery from the Young Regional School of Music, has continued to arrange his own music this year which has enhanced the quality and balance of the band's performances and has truly engaged and inspired our students.

Sport

Achievements in sport included the following:

- 18 Students achieved State level competition in team and individual events
- Teams were entered in the state knockout competitions for netball, rugby league, tennis, soccer, cricket, rugby union and basketball
- Students from Years 2 and 3, and those eligible from other grades, participated in the intensive swimming programme
- 26 students participated in the Rotary Dream Cricket Gala Day for students who do not have the opportunity to regularly play cricket
- 22 students participated in the Regional swimming trials held at Albury, with 9 of these children progressing to State level
- 182 students from years 2 to 6 participated in the Boorowa Touch/Netball Carnival
- 29 students participated in the Regional Athletic trials at Albury
- 5 children progressed to state level in Athletics held in Sydney
- Students from Years 2 to 6 participated in the skills sessions for AFL, CRL, netball and soccer
- Students participated in the Premier's Sporting Challenge with Young Public School receiving a Gold award
- 23 students travelled to Deniliquin for Regional Cross Country with 2 students progressing to State Cross Country
- Our Girls' League Tag team was the winner of the Mortimer Shield for the second year in a row. This team also won the League Tag Gala Day held at Grenfell for the fourth year in a row.
- 8 students with disabilities represented the school in Boccia.

Debating

In 2016, two teams with students from Years 5 and 6, entered the NSW Premier's Debating Challenge. Both teams competed against Murrumburrah, Cootamundra, Stockinbingal and the Young Combined Small Schools' team in a round-robin competition. Each team won every round one debate, then debated each other in the zone final. The adjudicator said either team could have won that debate as they were both strong competitors. The winning team, Young Cherry Pickers, moved on to the regional knock-out rounds. The team consisted of Charlie Tuckfield, Isha Corkery, Isabel Lang and Sara MacIver. Unfortunately, they did not make it past this round.

In public speaking, four students, Anneleise Rothe

(Year 3), Lily-Rose McFeeters (Year 4), Isabelle Wilder (Year 5) and Elisabeth Hall (Year 5) competed in the Middle Primary Multicultural Perspectives Public Speaking Competition held in Temora. Elisabeth was highly commended whilst the other girls performed strongly against strong competition.

Reading Recovery

Young Public School's Reading Recovery allocation was 0.84 this year with a Year 1 enrolment of 79 students. There were two Reading Recovery teachers, both teaching 4 students each per day. This year 17 students entered the program. Level of entry of the students was as follows:

- Two students entered on Level 2
- Seven students entered on Level 3
- One student entered on Level 4
- One student entered on Level 5
- Five students entered on Level 9
- One student entered on Level 10

During the year, 14 students were discontinued from the program. Discontinued students completed their lesson series on levels between 16 and 23. The duration of the lesson series was between 16 and 21 weeks. Two students were referred from the program, one in each semester. These students were referred on: Level 9 after 11 weeks, Level 10 after 16 weeks. One student transferred after 9 weeks on a Level 7. Another student transferred to a school in Wagga on the 29th November so for this student, we were unable to gather end of year monitoring data.

Students from Semester One were monitored at regular intervals. End of Year monitoring showed:

- Two students reading at Level 16
- One student reading at Level 18
- One student reading at Level 19
- One student reading at Level 20

Ex-Reading Recovery students enrolled in years 2 and 3 were also monitored. At the end of the year, all Year 2 students were reading at Level 16 or above. All Year 3 students were reading at Level 20 or above. Monitoring was carried out by the reading recovery teachers.

Coralie Long and Wendy DeBritt (Reading Recovery Teachers)

Library

Programs associated with the library at our school include the following:

- Premier's Reading Challenge – Young Public School continues to participate in the Premier's Reading Challenge which it has done since its inception in 2001. This year 289 students will receive certificates signed by the Premier of NSW for the successful completion of the challenge. To recognise their involvement, 26 students will receive special certificates for participation over four years.
- Chess @ YPS – Many children are still playing chess in the library during the lunch break. All years mix and play together. Primary and infants

are also enjoying sharing the library space on a Friday lunchtime.

- Computers in the Library – The 18 library computers continue to be used during library lessons to access Oliver, the library catalogue, and to support library research activities. We allocated a number of computers specifically for homework and research. All students have equal access regardless of whether they do/do not have a computer at home. The computers also continue to be fully utilised by students at recreational times. Activities include computer games, emailing friends, using Moodle, completing maths and typing activities, looking at school photos, and listening to band music.
- Book Fair – The school community purchased over \$9000 of books at this year's very successful Book Fair, with the school receiving \$2000 worth of books. The Book Character Parade was once again a great day with Infants students.

Library Resources – Many resources purchased by staff with school funds and by budget committees continue to be processed through the library, thus making them available to all staff members. The library budget has enabled us to purchase and process many new titles this year, including student readers and teaching resources.

Leadership

All senior students are encouraged to develop their leadership skills by taking up a variety of roles around the school. Twenty students each year are elected to be student councillors, while another twenty are selected to be school library monitors. Any other interested students are encouraged to become peer support leaders in the infants playground. All assemblies, concerts and Presentation Night are run by our student councillors. There are also many opportunities for leadership in sporting teams and activities. Each semester, representatives are elected in each class from Year 2 to Year 5 to work with our Student Councillors on the SRC. These students meet fortnightly to discuss issues and to organise fundraising events.

Schools' Spectacular

In 2016, one student from Year 6 auditioned for the Schools Spectacular in the choir section. Annabelle Smith performed with over 3000 public school students at the Qudos Bank Arena in Sydney in November.

Environmental education & sustainability

Students at Young Public School continued to participate in environmental and sustainability programs. The school garden was accessed by most children, allowing them to experience planting, growing, harvesting, cooking and eating fresh produce.

Students continued to enjoy worm farming, including caring for the worms and utilising the castings to fertilise the school vegetable gardens. The worms now compost all kitchen waste from the school canteen. All classes utilised the compost bays for composting.