

Young North Public School

Annual Report



2016



4131

Introduction

Thankyou for taking the time to read our 2016 Annual School Report.

The Annual Report for 2016 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.

The staff, students and community of Young North Public School work together to achieve great things and provide a quality environment in which our students can aspire, grow and develop in their learning and as empowered citizens. 2016 was another year of growth and development for our teachers as high quality professionals, our students as engaged learners and also for the quality of the resources and environment of our school.

I would like to take this opportunity to thank each and every one of our community members for all that you have contributed to our school in 2016.

Kel Smerdon

Principal– Young North Public School

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School background

School vision statement

Young North Public School is committed to the delivery of excellence in student learning programs for all students in a culture that fosters respect, responsibility and empathy. Our school aims to develop high quality 21st Century learners and citizens.

School context

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

Our school caters for students from a range of socioeconomic backgrounds and cultures with a significant populations of Indigenous students (13%).

The school has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students. Two staff members have received Regional Quality Teaching awards in recent years.

The school is supported by the parents and broader community and has experienced growing student enrolments over the past four years due to community engagement and trust. Young North PS was awarded the 2013–2014 Minister for Education's Cohesive Community Award for its effective support of learning for all and its capacity to link with its community both within and beyond the school.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process on our final validation report gave the following results across the three domains (and their sub domains) of Learning, Teaching and Leading:

Learning– The school demonstrates an ongoing commitment to deliver on learning priorities through innovative programs that respond to the community's needs and impact positively on learning outcomes for students. The school communicates these priorities through formal planning, as well as through a range of communication tools. YNPS has transitioned through a five year cultural change process driven by a whole school commitment to both Tier 1 and Tier 2 Positive Behaviour for Learning (PBL) strategies. Clear impact from this process is evident in the school's comprehensive approach to whole of child development. The school has a focus on evidenced based (impact driven) teaching practices and shows a commitment to continuing this focus in a systematic and well resourced manner. The school offers a range of extra curricula activities that again are strategically chosen and resourced, to support inclusive engagement and student exposure to opportunities, that will broaden and deepen their relationship with school. YNPS uses a range of internal and external tracking and assessment tools. The collection of this data leads to quality analysis and reporting. Teachers write quality growth based reports for the full range of students including modified models for students who require significant learning adjustments.

Excellence Framework Ratings– 1. Learning Culture: Sustaining & Growing, 2. Wellbeing: Excelling, 3. Curriculum & Learning: Excelling, 4. Assessment & Reporting: Sustaining & Growing, 5. Student Performance Measures: Delivering.

Teaching– Teachers not only review their program but also student assessment data and use this to guide differentiated learning for all students. Effective classroom practice is tied to personal, team and whole school goals. The school is continually seeking to implement systems and processes that ensure that effective data is collected using a range of internal and external processes. The school then uses this data on a whole school, stage/team as well as individual class level to support the review of teacher impact as well as student growth.

Formal and informal opportunities for peers and school leaders to share and give feedback upon practice are planned and delivered for all staff. Strong emphasis is placed on high quality personal goal setting that reflects the teacher's teaching and leadership development needs (3). The school identifies strengths within its staff and effectively uses these strengths to support and develop others. The school also participates in broader networks beyond the school, impacting positively on teacher and leadership within and beyond our school. YNPS staff demonstrate responsibility, adaptability and ethical practice across the school. The school encourages teachers to take responsibility for driving their own professional growth through formal personal development processes. In return the school commits to providing regular and ongoing feedback, mentoring and coaching and beginning teacher support

Excellence Framework Ratings—1. Effective Classroom Practice: Delivering, 2. Data Skills & Use: Sustaining & Growing, 3. Collaborative Practice: Sustaining & Growing, 4. Learning & Development: Sustaining & Growing, 5. Professional Standards: Sustaining & Growing.

Leading— YNPS works towards a high performing culture that requires effective leadership at its core. The school seeks to make evidence based judgments based upon collaborative practices and continues to look at investing wisely in leadership development of and through middle level management positions that enhance the school's capacity to drive its priorities. The school also develops strategic relationships with external agencies to support learning outcomes for students and in ways that consider the contextual needs of our school community. The school's strategic direction underpins the shared vision, values and purpose of our school and there is a clear line of sight from it to milestone, action/resourcing as well as Annual School Reporting. School resources are an essential driver of school goal achievement and the school's leadership works to ensure these resources are directed to data driven needs that impact upon student well being and outcomes as well as enhanced teacher capacity. A variety of communication tools are used to encourage and strengthen parent engagement with the school. These communication tools are used in a purposeful manner to ensure not only clear communication, but also as a means of developing and articulating the schools vision, values and purpose.

Excellence Framework Ratings—1. Leadership: Sustaining & Growing, 2. School Planning, Implementation & Reporting: Delivering, 3. School Resources: Sustaining & Growing, 4. Management Practices & Processes: Sustaining & Growing.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Curriculum & Learning

Purpose

To enhance student learning experiences and ensure we develop critical thinkers and empowered life-long learners who are literate and numerate. Simultaneously, developing students who will be socially, creatively, environmentally and culturally responsible and aware.

Overall summary of progress

- A strong focus on enhancing impact based data gathering and quality student assessment measures has supported growth based decision making and school resourcing.
- Strong refocusing of Learning Support resourcing with an enhanced focus on impact driven decision making and tighter goal setting have led to improved student achievement and growth.
- Investment in a whole school commitment to Visible Learning based on the research of Professor John Hattie is increasing the school's capacity to deliver quality feedback to learners, focus on passionate and inspired teaching and examine what strategies make the greatest impact on student achievement.
- Investment in executive level function through an internally funded instructional leader position has assisted in developing a high quality collaborative culture where data driven decision making, differentiated learning and a focus on reflective practice continues to enhance teacher quality and student achievement data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	<p>Business Intelligence Data K–Yr 3 Combined Literacy & Numeracy value added placed in NSW 85th Percentile (Business Intelligence Data).</p> <p>2016 NAPLAN Year 3–5 Growth Data Reading, Spelling, Grammar & Punctuation (above state growth achieved). Numeracy (below state growth achieved)</p> <p>2016 NAPLAN Year 5–7 Growth Data Reading & Spelling (above state growth achieved) Grammar & Punctuation (on par growth achieved) Numeracy (below state growth achieved).</p>	<ul style="list-style-type: none"> • Learning Support Teacher Resourcing– Full-time Equivalent (FTE) 1.6 \$158577 • Reading Recovery Resourcing– .315 staffing allocation. School based funding top up \$4472. • Literacy & Numeracy program delivery resource purchases eg Mathletics, reading Eggs– \$16171 <p>Note: Some resource allocations apply to multiple improvement measures and strategic directions.</p>
2. Student representation in Top Two Band Overall Literacy and Overall Numeracy NAPLAN increases 15% on average 2014 to 2017.	<p>2014 to 2016 Year 5 NAPLAN % Top 2 Bands: Numeracy– Decrease 3.8% , Reading– Increase 4.1% , Spelling– Increase 6.6% , Grammar & Punc– Increase 1.4% , Writing– Increase 7.7% Up from 2014 0%.</p> <p>2014 to 2016 Year 5 NAPLAN % Top 2 Bands: Numeracy–Increase 4.2%, Reading– Increase 6.6% Spelling– Increase 5.1%, Grammar & Punc–Increase 1.5%, Writing Decrease 2.4%.</p> <p>2014 to 2016 Year 3 NAPLAN % Top 2 Bands: Numeracy– Increase 7.7%, Reading Increase 12.1%, Spelling–Increase 7% , Grammar & Punc– Decrease 4.1% , Writing– Increase 4.5%,</p>	<ul style="list-style-type: none"> • Appoint additional teacher to staffing mix to support reduced class sizes, teacher capacity to attend professional learning and enhance capacity to implement teaching and learning initiatives. 1.0 FTE \$60426 • Appoint additional teacher to release internally funded Instructional Leader 1.0FTE \$60426 • Purchase improved assessment tools to support impact measurement \$4135 <p>Note: Some resource allocations apply to multiple</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2. Student representation in Top Two Band Overall Literacy and Overall Numeracy NAPLAN increases 15% on average 2014 to 2017.	<p>2014 to 2016 Year 5 NAPLAN % Top 2 Bands: Numeracy– Decrease 3.8% , Reading– Increase 4.1% , Spelling– Increase 6.6% , Grammar & Punc– Increase 1.4% , Writing– Increase 7.7% Up from 2014 0%.</p> <p>2014 to 2016 Year 5 NAPLAN % Top 2 Bands: Numeracy–Increase 4.2%, Reading– Increase 6.6% Spelling– Increase 5.1%, Grammar & Punc–Increase 1.5%, Writing Decrease 2.4%.</p> <p>2014 to 2016 Year 3 NAPLAN % Top 2 Bands: Numeracy– Increase 7.7%, Reading Increase 12.1%, Spelling–Increase 7% , Grammar & Punc– Decrease 4.1% , Writing– Increase 4.5%,</p>	strategic directions.
<p>Overarching State:</p> <p>a. Increase the % of students in Top 2 bands by 8% 2019</p> <p>b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.</p>	<p>a. Note: Please refer to the above ambitious school based target in this area that align with Premier's target. Business Intelligence data notes an increase in trend data of 15% 2012–13 to 21% of students in combined Lit/Num Top 2 Band placement.</p> <p>b. Due to small cohort size statistical analysis is unreliable. However, individual student placement shows limited top 2 band placement with middle band clumping.</p>	<ul style="list-style-type: none"> • Appointment of SLSO team to support Funding Support student needs, Targeted Learning Support programs, Kinder Transition Support, Family Support Worker and Aboriginal Linkage Officer Total Budget \$170,634 Note: Some resource allocations apply to multiple improvement measures and strategic directions.

Next Steps

In 2017, the school has been awarded an Instructional Leader–Deputy Principal position under the Early Action for success program. Work completed in 2016 in the areas of review and implementation of enhanced impact based assessment and reporting, review and refocused resource allocation in the area of learning supports and a strong focus on high quality differentiated learning will create a strong platform for this position to springboard from. This position and focus has already been internally funded in 2016 (as outlined in funds expended above). As previously noted, this year the school conducted a comprehensive school review under the External Validation process. This process confirmed the school's current moves to implement the Visible Learning model (based on the research of Professor John Hattie) as we work to focus on enhanced student feedback, building high quality and resilient learners, improving teacher capacity and ensuring our school teaching and learners are accountable and have high impact for student achievement.



Strategic Direction 2

Welfare & Wellbeing

Purpose

To enhance community capacity to develop a supportive and dynamic school culture where the values of respect, responsibility and empathy are taught, modelled and promoted to all, in order to ensure a high quality approach to student wellbeing and a productive whole school culture.

Overall summary of progress

Young North Public School continues to be a lighthouse school that works to meet the needs of its students through innovative school programs. Whole school behaviour and support has continued to be underpinned by the school's commitment to the Positive Behaviour for Learning program with target data levels being achieved after 5 years of consistent effort and investment. This included the school's move into high (Tier 2) level systems in 2016 as we work to support not just base line student culture, but also more complex levels of intervention in programs such as Occupational therapy, Speech Pathology, Disability Classes, targeted well being, behaviour and learning support programs. This ongoing focus on excellence was also exemplified by a full Learning Support Team (LST) review conducted by school staff and supported by regional funding. This comprehensive review underpins our next steps outlined below. 2016 saw the opening of the Connect Support Engage Centre with the support of Department of Education seed funding and internal resourcing. This facility has been developed as a home to the the full range of school's innovative learning and well being supports.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. School PBL data reflects a positive school culture with 85% of students represented in the green zone on PBL data triangle.	<ul style="list-style-type: none">• 2016 PBL exceeded the 85% green zone (students with 0–1 behaviour referral in a year) goal with 87% of students represented in this domain. This is a 5 years shift from 47% in 2011.• Red (6+ referrals in a year) level students have reduced from 41% 2011 to just 4% in 2016.	<ul style="list-style-type: none">• Executive release .222 QTSS FTE to continue to administer and facilitate PBL program delivery across the school.• Learning Support Team review funding from Region \$6000
2. 100% of student and parent satisfaction survey data testifies that the school: –Is a caring and safe learning environment. – Teachers, model and promotes the PBL values of respect responsibility and empathy to all members of the school community.	<p>–Tell them from Me survey data noted overwhelmingly positive responses from students with regard the school environment. This data was supported by LST review data compiled around the school as a supportive culture.</p> <p>– Parent LST review data noted close to 100% positive comment in domains regarding the school's positive and caring culture. Data did suggest a need to build greater communication with parents to support their deep understanding of these systems and supports.</p>	<ul style="list-style-type: none">• Connect Support Engage Centre construction costs: Network Specialist Centre Seed funding \$10,000, DEC Well being funding \$35,000, Internal School resources \$25,000.• Appointment and training of Social Skills Coach \$9000 (top to existing staffing allocations)• Appoint additional teacher to staffing mix to support reduced class sizes, teacher capacity to attend professional learning and enhance capacity to implement teaching and learning initiatives. 1.0 FTE \$60426 <p>Note: Some resource allocations apply to multiple improvement measures and</p>
3. Student attendance data represents 94% attendance	–Business Intelligence Data displays a steady trend for Aboriginal student attendance data 2011–2016	<ul style="list-style-type: none">• Appointment of 10 hours a week Family Support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>averages with 0% deviation for Indigenous students.</p> <p>Overarching State:</p> <p>a. Increase the % of students in Top 2 bands by 8% 2019</p> <p>b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.</p>	<p>from 84% to 92%. This is noted as in the delivering range against the School Excellence Framework and matches whole school attendance data of 92% (up from 2012–89.5%).</p> <p>Note: State priorities attached to this target as it underpins their achievement.</p>	<p>Worker \$12,472</p> <ul style="list-style-type: none"> • Appointment of 1 day a week Aboriginal Linkage Officer \$6743. • Wiradjuri Wizards Bump It Up Target Strategy–Portion of Instructional leader position (noted in Strategic Direction 1) position Term 1 and SLSO support \$950.

Next Steps

Whole School Learning Support Team Review findings directs our move forward focus to:

- Effective mapping and communication of school LST flow and the creation of refined support systems that streamline and improve communications around our schools complex learning support systems.
- Develop stronger impact measurement tools that surround interventions implemented and create improved transfer of information to class teacher post intervention to ensure continued student support.
- Enhanced communication to both parents about the breadth of programs offered at the school to support both parent buy in and also parent capacity to support and enrich programs through school partnerships.

Furthermore, the school looks forward to continuing to develop high quality Tier 2 and Tier 3 PBL interventions for our students who require both therapeutic interventions from both internal school systems as well as broader case management.



Strategic Direction 3

Teacher Quality & Performance

Purpose

To ensure that quality teaching is evident in every learning environment and that teachers are supported and challenged to continually improve their teaching skills and performance through a variety of learning, sharing and connecting opportunities.

Overall summary of progress

Young North Public School leadership places a strong focus on teacher recruitment and development with a line of sight to student achievement and outcomes in each and every classroom for each and every child. In 2016 this continued through:

- A refined focus on Personal Development Programs (PDP) for all teachers with high quality goal setting, mentoring and coaching as well as teacher evidenced based accountability built in.
- Substantial resourcing of Instructional Leadership from executive staff to facilitate effective personalised teacher professional development as well as improved whole school usage of data and assessment to examine the impact of teaching occurring in all classroom K–6.
- A strong focus and investment in staff leadership development beginning with high quality induction and orientation of new to school and profession staff as well as promotion of aspiring leaders. This has included strong coaching and mentoring programs as well as an ongoing executive commitment to provide teachers with effective feedback on their teaching through and beyond the PDP process.

Progress towards achieving improvement measures

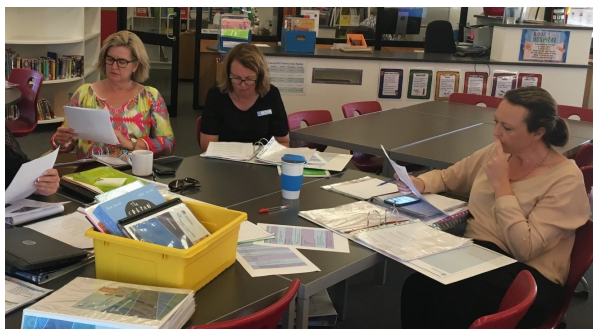
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have in place professional learning plans that are referenced to evidenced based personal needs and feedback provision as well as school strategic directions.	All staff completed high quality professional learning plans. These plans were supported by strong school resourcing of Executive capacity to scaffold and support teachers to achieve these goals. Teachers also received timely and effective feedback on their mid and end point	<ul style="list-style-type: none"> • Appoint additional teacher to staffing mix to support reduced class sizes, teacher capacity to attend professional learning and enhance capacity to implement teaching and learning initiatives. 1.0 FTE \$60426 • Appoint additional teacher to release internally funded Instructional Leader 1.0FTE \$60426 Note: Some resource allocations apply to multiply measures
100% of teaching staff survey data indicates that Young North PS supports continued staff development, professional reflection and improvement through: –Professional Learning –Coaching & Mentoring – Regular feedback.	– Staff focus group survey data and LST Review data demonstrates 100% staff satisfaction with provision for professional learning, coaching/mentoring and regular feedback.	<ul style="list-style-type: none"> • As above • L3 Kinder teacher and leader training costs \$6000 • 2016 new staff induction program \$2500 • Professional Development of staff aligned to strategic direction and PDP \$17292
Overarching State: a. Increase the % of students in	Note: State priorities attached to this target as they underpin its achievement. Performance data provided in Strategic Directions 1 & 2	<ul style="list-style-type: none"> • Received \$20,000 grant for 2017 implementation of Bridges out of Poverty for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Top 2 bands by 8% 2019 b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.	Note: Sate priorities attached to this target as they underpin its achievement. Performance data provided in Strategic Directions 1 & 2	Network. • Two staff trained in network of school Aboriginal Education focus \$1600

Next Steps

2017 will see the commencement of the HOOPS community of schools K–12 partnership around the Visible Learning focus. We look forward to the collective outcomes that this project will yield for learners and teachers across our network. We also look forward to the close scrutiny that this scaffolded program will place upon self reflection around the 'impact' that our teaching genuinely has on our students performance. 2017 will also see our current internal Instructional Leader model boosted by a fully funded Instructional Leadership position. This position will allow whole school training of staff in key programs such as L3, Stage 1 L3 and Count Me In. This is a substantial resource to support both staff development and importantly student learning outcomes. Instructional Leadership will also increase our capacity to make clear the line of sight between school strategic planning/directions and classroom practice/teaching capacity. 2017 will also see the expansion of the PDP process into support staff positions which is an important focus for our school considering the substantial team we have in these roles and their capacity to greater impact learning with further development.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal Loading funds were utilised to create community contact lounge in the new Connect Support Engage Centre to allow for appropriate contact space for our Family Support and Aboriginal workers. (\$21,320) • Improved Aboriginal integration into curriculum resources was achieved with resource purchases (\$2280) • Enhanced community partnering was also achieved through appointment of Aboriginal Linkage Officer roles (\$8886) 	<p>–RAM Aboriginal Funding \$25,986</p> <p>–RAM Opening balance \$6,500</p>
English language proficiency	<ul style="list-style-type: none"> • Top up of Learning Support teaching Allocation has supported implementation of targeted ESL programs, as well as additional in-class learning Support. • Stage 1 classes have received Learning Support teacher allocation 4 days a week to support early intervention strategies. • Kinder classes have received full time SLSO allocation to support strong transition to school outcomes. <p>Note: Strong L3 tracking, internal continuum mapping and BI data sets confirm positive K–2 Literacy & Numeracy outcomes for all students.</p>	<p>–RAM English language Proficiency Funding \$17,374</p> <p>Note: The impact statements were also supported by additional RAM funding sources)</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • 2016 saw the establishment of the school's second multi-category disability support class. • LLAFFD Funding has been effectively utilised to support classroom based SLSO supports for targeted and room based student support. • Proactive PBL based programs in the Tier 2 domain have been supported including the provision of Speech Pathology and Occupational Therapy as well as School based family Support Worker. 	<p>–RAM Low Level Adjustment for Disability \$29,980</p> <p>–Student based Funding Support \$76,125</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • High quality PDP and staff mentoring program implemented with consistent executive feedback and observation built in. • Growth Coaching and executive capacity development provided to all executive to support PDP implementation as well as mentoring and coaching capacity. 	<p>QTSS Staffing allocations utilised</p> <p>0.1 FTE Term 1&2</p> <p>.2 Term FTE 3 &4</p>
Socio-economic background	<p>Note: As previously outlined in Strategic Directions 1–3:</p> <ul style="list-style-type: none"> • Enhanced teacher capacity through investment in instructional leadership to leverage impact focused teaching practice. • Supported whole school wellbeing best practice in the area of PBL administration, Tier 2 program implementation and subsidising of student engagement in extra curricula activities. • 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. 	<p>–RAM Socio Economic background Funding \$222,852</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	105	112	131	138
Girls	126	139	139	159

Strong enrolment data growth has occurred over recent years with 2016 enrolments nearing 300 students. Young North Public School's ongoing focus on teacher quality, innovative wellbeing/learning support / disability program delivery has resulted in strong community confidence and new to town enrolment interest.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	94	91.6	90.1
1	92	92.2	93.7	91.8
2	92.5	92.1	93.6	94.2
3	91.3	92.7	90.9	95.5
4	90.8	90.8	92	91.3
5	90.9	93	91.2	93.3
6	90.7	91.3	92.9	92.9
All Years	91.6	92.4	92.3	92.8
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

Student attendance data has shown steady growth with data reaching close to state average results. This has included a zero gap for students from Aboriginal backgrounds. Non attendance is managed within departmental guidelines and is also proactively worked upon and supported through our school's Positive Behaviour for Learning and wellbeing focus.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	3.49
Other Positions	0.4

*Full Time Equivalent

Young North Public School has an ongoing commitment to the recruitment, development and retention of high quality teaching and non teaching staff.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Young North PS has no teaching staff of an indigenous background but all staff are committed to the DEC Aboriginal policies and guidelines.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

Young North Public School is committed to ensuring our teachers meet high quality professional standards and that each teacher is supported in their pathway to higher levels of professional attainment and accreditation.

School performance

NAPLAN

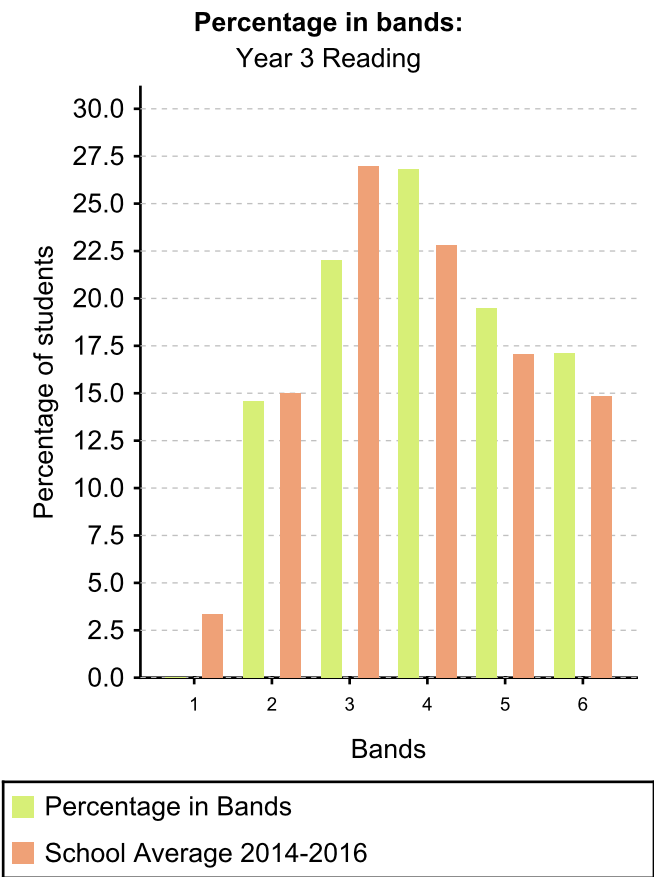
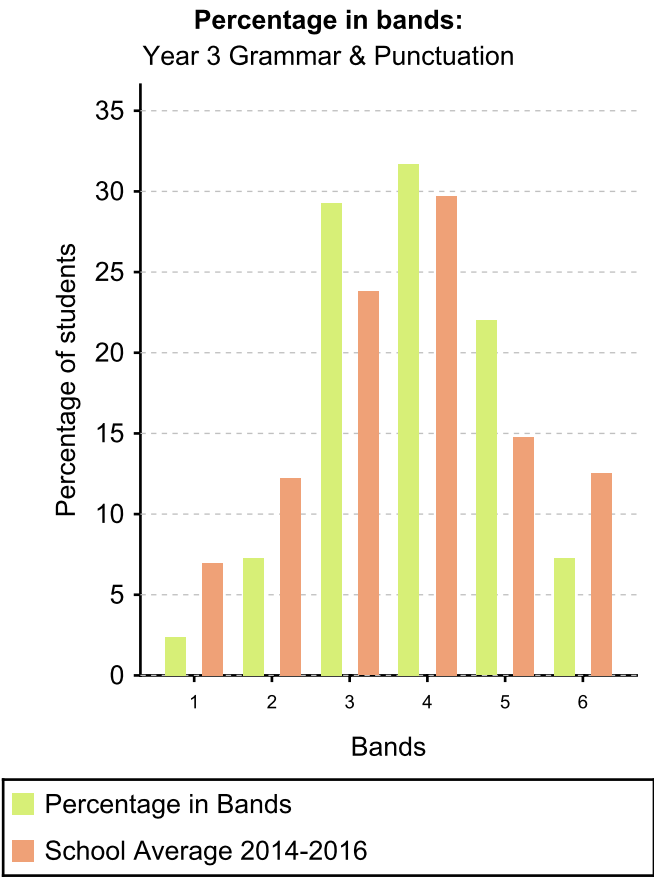
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

2016 NAPLAN Literacy

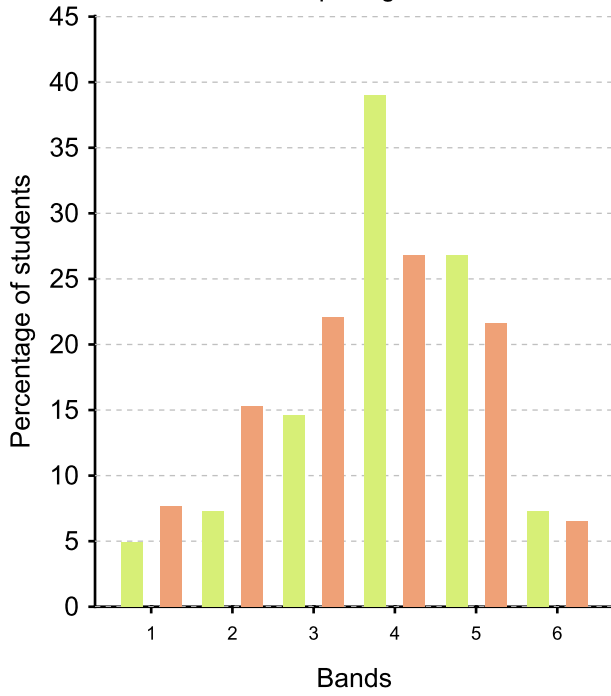
Trend Data: Year 3 trend data demonstrates positive trends in all measures with the majority of measures displaying multiple positive years of trending. Both Year 5 and Year 3 Reading data demonstrate significant whole school improvement with Year 3 rapidly tracking towards state level performance. This long term improvement validates the school's ongoing investment in Reading based learning supports and resourced based decision making in this domain.

Growth Data: Year 3 to 5 growth data exceed state level growth in all domains except for Grammar and Punctuation where growth is comparable to state averages. In the area of Spelling student growth was well above state.

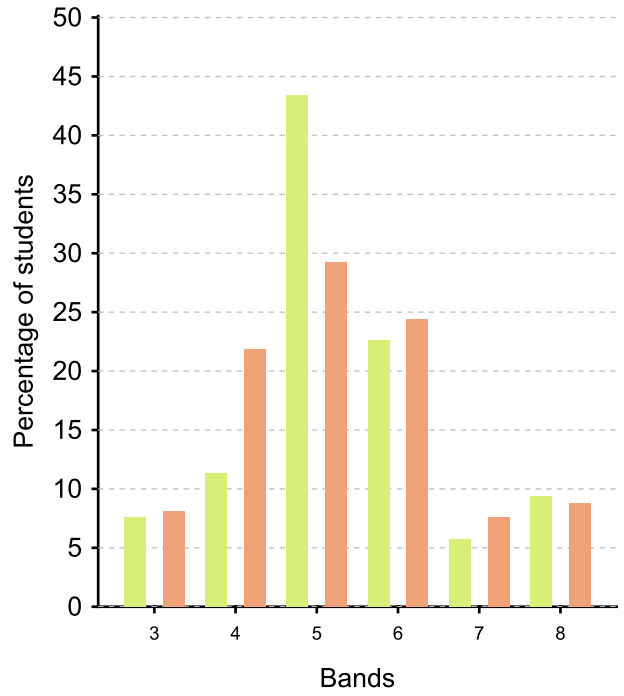
Skill Band Placement: Student skill band placement compared to previous years averages is represented in the graphs below.



Percentage in bands:
Year 3 Spelling



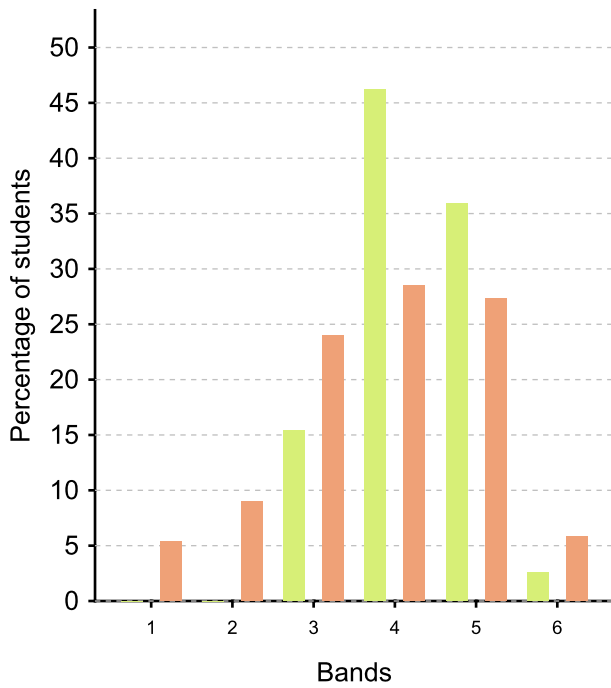
Percentage in bands:
Year 5 Grammar & Punctuation



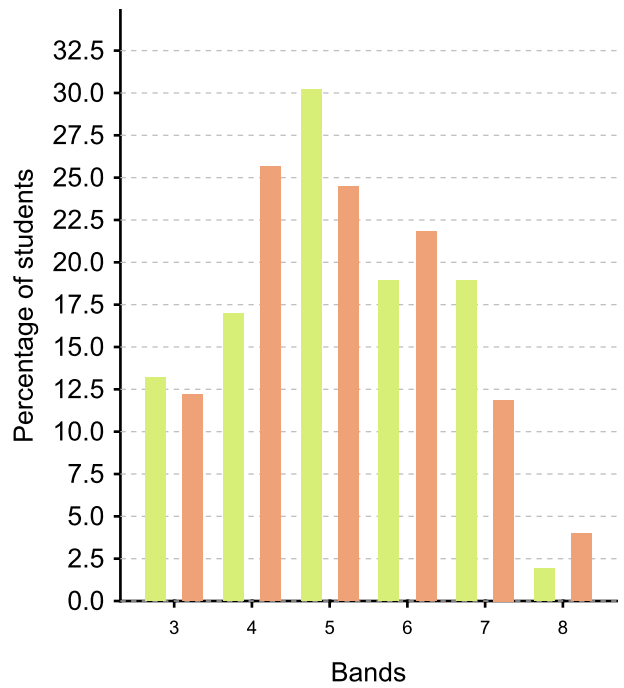
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



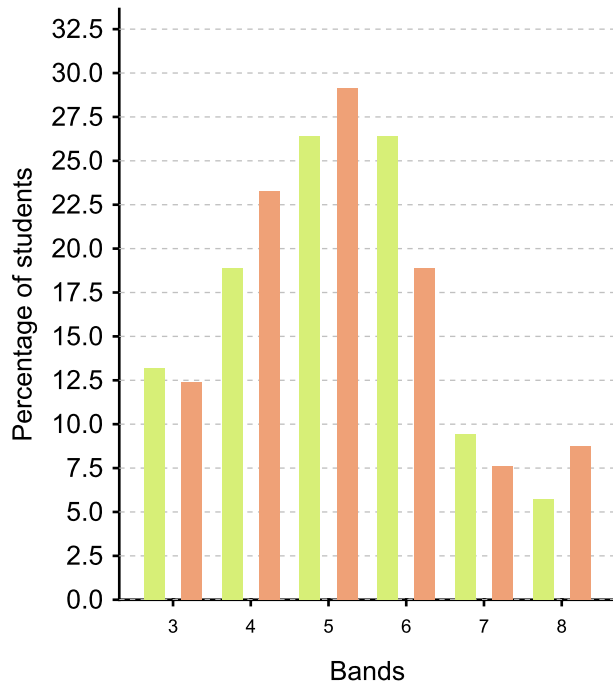
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

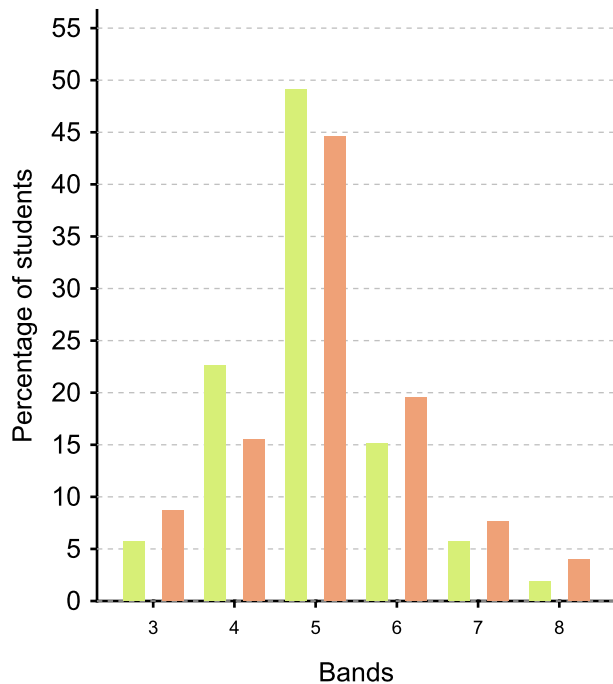
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

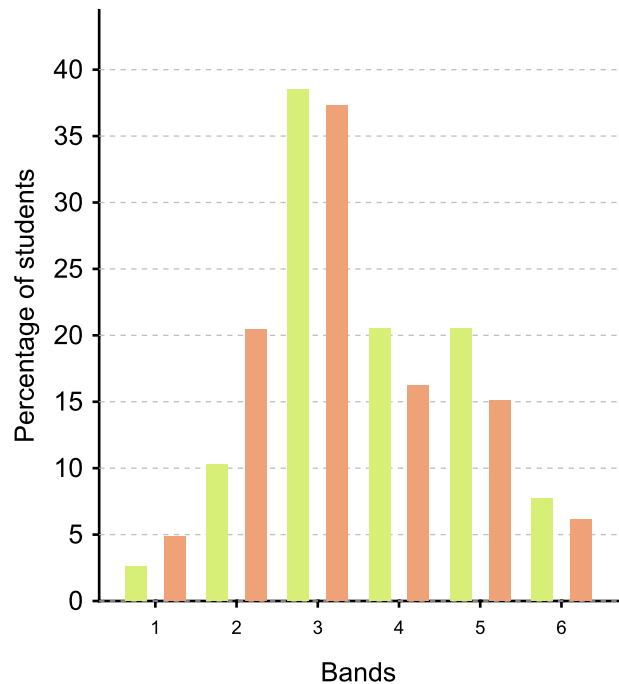
2016 NAPLAN Numeracy

Trend Data: Year 3 Numeracy trend data has shown a strong one year improvement to be close to that of state average performance. Year 5 Numeracy trend data has remained flat and is an area in which the school looks forward to a continued focus on through a developing focus on Stage 2 and Stage 3 Numeracy continuum mapping and high quality assessment teaching practice in 2017.

Growth Data: Year 3 to 5 Numeracy growth data places the school below state average. However, strong growth data is represented in the bottom to middle level of student performers, validating the school's approach to developing students who require support. Significant whole school growth data improvement is achievable with a strong focus on stretching middle to higher performing students moving forward. This is already being evidenced with a 3 year improvement in the number of students being placed in the top two skill bands for Numeracy.

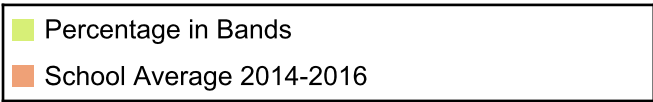
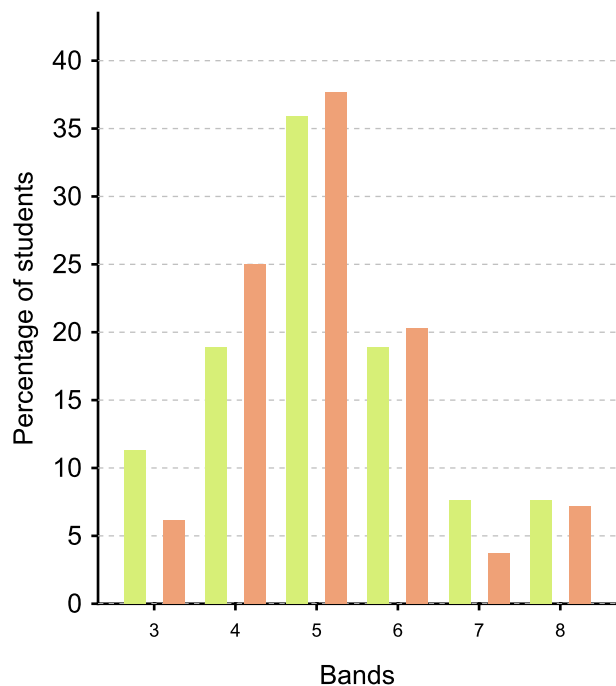
Skills Band Placement: Student skill band placement compared to previous years averages is represented in the graphs below.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Premier's Priorities

Please refer to Strategic Direction 1– Items 2 & 3 (Page 9–10) for detailed data regarding the school's performance against the Premiers Priorities:

- a. Increase the % of students in Top 2 bands by 8% 2019
- b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.

Parent/caregiver, student, teacher satisfaction

In 2016 Young North Public chose to conduct a formal review of the school's Learning Support Team systems and structures as part of a midpoint review following significant school focus and improvement in this domain over recent years.

Purpose –The purpose of the learning support team self-evaluation process was to provide the school with support to evaluate and develop findings and recommendations for improving their learning support team. This assisted the school in modifying and improving targets and initiatives in the school plan. In analysing the role and function of the learning support team, the report provided us with guidance in:

- Enhancing the quality of the learning experience for all students
- Building each teacher's capability to recognize, respect and respond to the needs of all students
- Developing, implementing and monitoring whole school planning and support mechanisms
- Working collaboratively and engaging positively with parents.

Methodology –The team conducted the learning support team school self-evaluation process commencing 1 March 2016 through to 2 July 2016. Final self-evaluation reporting was completed by 12 September 2016. This self-evaluation process involved:

1. Conducting a document analysis of policies and school procedures in relation to the learning teams and learning support team structures and examining OASIS data.
2. Conducting an observation of learning teams and learning support team practices in the school.
3. Conducting interviews with staff, parents/carers and students about learning teams and learning support team.
4. Preparing a concise report of the self-evaluation with findings, recommendations and strategies.

Process Findings

- ***Student–101 students were surveyed on Survey Monkey predominately from Years 2–6.***

–The students acknowledged that differentiation is occurring within the classroom. They noticed that lessons are scaffolded to suit individual learning needs. Students identified this difference through explicit teacher instruction, differentiation in learning activities and composite class set tasks.

–Many students identified support services available at Young North PS. The results seemed to be dependent

on the services that the students had accessed in both learning and behaviour support programs. Students report that many of the programs offered by Young North PS were of value.

"I loved doing the Drum Beat with Mr Berry as it helps me get everything out", "I love Bounce Back", "I like PBL lessons", "My teacher helped me with Maths over the time I've been here". Students typically did not know if their parents were involved in a meeting at school if they required extra assistance.

- **Teacher –100% of the teaching staff were involved in an individual brainstorming session as a whole school staff meeting to outline what they knew the LaST were responsible for within the school context. A mind map was collated from this session.**

–Results showed that the responsibility for meeting the needs of students with disabilities or additional needs is predominately the classroom teacher with high levels of support from the LaST, Executive, SLSOs and parents. Other support from the School Counsellor, former educational providers and outside agencies provided a balanced approach to educating the "whole child".

Staff identified that communication pathways needed more clarity along with clear referral processes.

–75% of the teaching staff also completed the LST Review Survey on Survey Monkey.

–87% of the staff surveyed recognised that they are ultimately responsible for meeting additional needs of the students. This included class teachers, SLSOs, LaST, School Counsellor, Principal and outside agencies.

–All teachers were aware of the additional programs that the school offers for both learning and behaviour. However, they were not entirely sure as to the duration, implementation and outcomes of some of the programs. All staff knew that meetings take place on a regular basis and other interagency meetings. Some staff thought that meetings could be more structured and time bound. All staff are aware of the extensive types of support offered at Young North PS. Results were overwhelmingly positive and reflect the multitude of support on offer.

–Majority of staff identified that many forms of communication were available. It was noted that teachers would like more information and feedback from the programs that students are participating in. Teachers expressed the most common collaborative practices were Individual Educational Plans (IEPs), Parent/ Teacher interviews and Positive Behaviour for Learning (PBL) programs such as Check In – Check Out (CICO). The staff use many forms of communication to liaise with parents i.e. Class Dojo, Communication Books, School Face Book and SkoolBag.

–However, it was noted as a suggestion to improve communication to parents more information at the commencement of the intervention outlining the support/program offered and then feedback at the end, specifically outlining growth/recommendations would be of benefit.

- **Parent– 35% of the parents completed a survey that was sent home with the school newsletter. The surveys came from a cross section of parents. They were not targeted.**

–The majority of the parents were aware of the Learning Support Team's presence, 5% were not. Whilst 66% of parents interviewed understood the referral process, 25% were unsure. The majority of parents also thought that it was primarily the Learning Support Team's responsibility to refer students and access support followed by the Principal.

–Parents acknowledged that the classroom teacher was first to contact them in regards to flagging/offering additional support or information regarding progress for individual students via phone/ or parent /teacher interviews in Term 1. There was a significant number of responses in parents requesting more feedback and information in relation to support/programs for their child. Parents were aware that the school had a School Counsellor, SLSOs in nearly all classrooms and Multi-Cat Classes in regards to Internal support offered. Hearing, Vision and English as a Second Language (ESL) did not rate as well. Majority of parents acknowledged the Internal Learning Support that was offered. Learning Assistance programs like Reading Recovery, Small Group learning with the LaST were most notable. Some parents noted that they were unaware of the Mini-Lit and Multi-lit programs and that differentiation in happening across all classrooms.

–In relation to behaviour and social skills, Positive Behaviour for Learning (PBL) was the most recognised program, followed by Transition support and orientation for new students, Better Buddies then the Positive Thinking Program PTP/ Check In–Check Out (CICO). Some parents were unaware of reverse integration, individual behaviour plans and Small Groups Social Skills. Only parents whose children were receiving additional support were telephoned to participate in the survey questions.

–All were satisfied with the extra support offered to their children especially in relation to the Family Support Worker (FSW) the school has additionally funded. "Rose is a godsend to us, she assists us with paperwork and communication to the school. She comes into the home to observe the kids and helps to work out triggers and communicates back to us with suggestions on how to handle different situations. Rose is a great listener."

Where to Next – Findings from this consultation have been developed into a comprehensive action plan for implementation in 2017. Resourcing of an Assistant Principal Learning Support & Wellbeing has been allocated as a medium term measure to facilitate the embedding of these findings into our current high quality systems to ensure that sustainable, transparent and effective Learning Support occurs.

Policy requirements

Aboriginal education

Young North P.S. continues to provide programs designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of indigenous cultural dimensions across the Key Learning Areas.

Our school has worked closely with the Young AECG to develop strong community partnerships resulting in the construction of our community's MGoals website.

Aboriginal students in our school number approximately 13% of our student population. All students are made aware of the importance and value of Aboriginal traditions and culture as our school works closely with our local AECG and broader aboriginal community.

In 2016, the school utilised RAM funding to once again employ Aboriginal Linkage Officer and community Elder Aunty Enid as well as a new worker who will transition into this role in 2017. In 2017 two staff attended a regional network event that saw our school systems and process reflected upon and a move forward plan developed.

Multicultural and anti-racism education

Multicultural Education

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

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

in school life.

Anti Racism

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

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