

Young High School Annual Report



2016



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Introduction

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

Keith Duran

Principal

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Message from the Principal

It is with great pride that we present this annual report to our community to celebrate the successes of the school over the past twelve months.

In 2016 we continued to see significant change across the school and student numbers continued to grow. Once again we saw substantial turnover in staffing and our staff, new and old, continued to work with our students, parents and the wider community ensuring ongoing engagement and success within our student body across a diverse range of activities, events and achievements.

In 2016 our school community consolidated the 2015 – 2017 School Plan and we worked collaboratively across all sectors to implement this plan. We continued to focus on our three strategic directions of:

* Empowered Innovative Learners

* Inspired Global Citizens

* Engaged and Connected Communities

Our school continued to focus on our long term directions and school vision is best described through the 5 key elements which include:

* The sustained development of teacher excellence that provides each and every student with the very best learning opportunities and the very best well-rounded holistic education.

* The strategic acquisition of resources, including appropriate digital technologies to support 21st century learning.

* The embedding of outstanding, structured and proactive wellbeing programs that support our students, their families, our staff and the wider community of Young.

* The implementation of comprehensive, future focused curriculum structures that support student engagement and achievement in meaningful learning programs of maximum benefit to today's learner.

* The development of strong educational networks within our community and beyond. These include the development of a K – 12 network with Public schools in Young and surrounding areas, and the development of strong secondary KLA networks across the Southern Tablelands Principals Network.

In line with the new school plan, the identified strategic directions and the desired outcomes of these strategic directions

as published on our school website, our school has continued to strengthen teaching and learning programs, and continued placing a strong focus on Stage 6 curriculum and assessment structures by expanding the implementation of new strategies and teaching processes such as ALARM to maximise student success, and we have increased proactive and specialised support for students through our wellbeing programs.

Young High School continues to implement a series of educational reforms as developed by the Department of Education and we continue to work at aligning ourselves with the School Excellence Framework.

Our students continue to engage in external examination programs such as NAPLAN and the Higher School Certificate, demonstrating varied and continued success and growth in these areas. Students continue to engage in Aurora, the Virtual Selective High School, and we continue to have one of the higher intakes for this selective school program.

In 2016 we expanded our “Wrap Around” student case management program and developed a stronger interagency case management approach to supporting students with high needs. We invested more time and resources into the school coordination role working to implement and coordinate targeted support for identified students improving outcomes for all students.

Young High School continues to engage in developing and leading strong and proactive Aboriginal Education programs across the school and in 2016 we developed a strong mentoring partnership with AIME and the University of Canberra. This program has supported our Aboriginal students to connect with university mentors and supports student aspiration of tertiary study. The focus on Aboriginal Education continues to support increased connections between the school and our Aboriginal community.

Please, examine this annual report and feel free to discuss its contents with me as we move forward into 2016 making Young High School the school of choice for the Young community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Message from the school community

Thank you for giving me this opportunity to present another President’s Report. Our committee has remained a consistently strong group throughout 2016. We have supported the school well across many areas.

Our fundraising calendar now boasts consistent events throughout the year. The Debutante Ball in May, Garage Sale Trail in October and the Christmas Raffle across MADD night and Presentation night.

We hold events that support the student body and maintain community spirit in the school, for example, running the BBQ’s at the twilight swimming carnival and Year 7 welcome afternoon. We have also provided supper for music events. As we move into a new year, my aim for the committee is to drive a purchase wish list that we can work together to achieve for our school.

Proudly we have all worked together to provide a representative on the numerous panels held throughout 2016.

Financially, we have supported our school with fencing and purchased materials for covered shelters constructed by our students. Sports uniforms are often requested and money provided.

The committee wishes to acknowledge the Principal, Mr Keith Duran and Deputy Principal, Ms Anna Barker, for their tireless work and desire to strive for change and a positive difference. We appreciate your reports and the discussions we have regarding our school.

I wish to also acknowledge the work of Sharon Staff and Sonya Yates for their work on our Debutante Ball over the past 5 years. This was an enormous job and the school has greatly benefited from the money raised. To Mary Dodd for her many years in the P&C in various capacities. Her work behind the scenes and her efficiency as treasurer have been very valuable. To Tania Noyes who has brought our role as Secretary up to an efficient one and who has been on the majority of panels this year.

We are all on this committee to make a difference for our school and the students in it. Thank you very much to the busy parents who attend every month. Nothing is ever a problem and this attitude is greatly appreciated. It is a very enjoyable committee to be on.

I wish the 2017 committee and its executive another strong year.

Mrs Amanda Butt

President 2016

Message from the students

Our student body began the beginning of their HSC studies in Term 4 2015. This cohort started with 120 students in Year 7 and finished with 53 students completing their HSC examinations. The other students left to either undertake employment or complete their studies at a different school.

Our Year 12 class kept traditions going and held many enjoyable fundraisers throughout the year to raise money for both the school and the community. We fundraised for Melbourne Cup Day, Valentines Day and LGBTIQ Day. Our Year 12 cohort also participated in Relay For Life and raised over \$4000 for this charity. Our Year 12 account that we had accumulated over the year went towards buying the school a gift, which was a YHS back drop that could be used at a variety of different functions and events promoting our school.

Not only did we organise and run fundraisers, we also participated in the Cherry Festival Parade, ANZAC march, Debutante Ball and many more community events for Young High School. Our Year 12 student body also partook in extracurricular as well curriculum based activities and were quite successful.

Our School Captains represented our school at NSW Parliament in Sydney, and then afternoon tea with the Governor General at glorious Government House.

We are grateful to all our teachers over the past 6 years of our high school education and we wish our fellow students the best of luck as they step foot into the wider world in whatever they desire. Good luck and best of wishes to those students still studying at Young High School and we hope that your time there will prove to be as memorable as ours has been.

2016 Student Leaders

School background

School vision statement

Young High School is committed to providing the very best educational experience possible to all our students in an inclusive, responsive and supportive setting. We develop well rounded, positive and productive young people who engage in life long learning, and students leave us equipped with the tools they require for the future. We do this through providing a quality, holistic education that meets the academic, social and emotional needs of all our students. This is done in an enjoyable, safe and supportive environment that is inclusive of everyone with a positive and friendly setting.

We provide dynamic, quality teaching and learning programs that provide accessibility and success for all, and engage and support 21st Century learners. Strong wellbeing programs support students to achieve success and be proud of who they are. These include proactive wellbeing programs with active participation by all school members and targeted intervention and support programs for students with additional needs.

Young High School enjoys strong positive relationships within the community and works collaboratively with agencies, industry links, professional organisations and members of the community to support student achievement and opportunity ensuring the best outcomes for our students, our school and our community.

School context

Young High School is a rural comprehensive high school located approximately 4 hours south west of Sydney and 2 hours from Canberra and Wagga Wagga.

It is a comprehensive government high school with a steady enrolment of approximately 550 students. Within the town there is a Year 7–12 Catholic High School and four 7–12 government high schools within 45 minutes driving distance, along with a K–12 central school.

We have a strong focus on academic achievement and work on an aspirational thinking philosophy. The school has a well embedded MindMatters program and was recognised in 2013 with a national MindMatters award. The school has an increasing culturally diverse enrolment, including 9% Aboriginal students and an increasing Muslim student enrolment which is currently 5%. In addition, we have a support unit consisting of 3 support classes: moderate intellectual disability (IO), emotional disturbance (ED) and multicategorical (MC). The school works closely with the local community and is represented on numerous youth related committees. The school receives significant equity funding which supports existing programs and the introduction of new programs and initiatives to boost student learning and wellbeing outcomes.

Young High School has approximately 50 teaching staff and an additional 13 School Administration and Support staff across the school. Staff are enthusiastic, committed and work towards supporting students with academic, social and emotional development ultimately assisting all students to achieve their desired post school destination.

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.

Throughout 2016 the executive staff of Young High School engaged in further developing their knowledge of the School Excellence Framework and they used this as a tool to facilitate professional discussion and reflection on school practice. The School Excellence Framework was aligned with the School Plan and supported our school community to implement programs and practices to meet our need within the areas of learning, teaching and leading. The Principal of Young High School's participation as a Peer Principal in the external validation process for other schools has allowed our executive team to gain in depth knowledge and understanding of the process and the School Excellence Framework. This has further supported our school community to gain an in–depth working knowledge of each of the three domains of the framework (Learning, Teaching and Leading) and the 14 elements embedded within the domains of the School Excellence Framework. A rigorous and collaborative process distributing leadership and responsibility across all

executive members has allowed us to gather evidence to support our agreed position for each element within the framework. In depth analysis of the school plan has also allowed us to clearly identify aspects of the School Excellence Framework that Young High School is clearly addressing.

The School Excellence Framework identifies three levels of delivery across the three domains of Learning, Teaching and Leading. These levels of delivery are:

* Delivering

* Sustaining and Growing

* Excelling

Using the results of the School Excellence Framework Self-Assessment Survey, and other evidence, the school executive have determined that in most instances Young High School is either “Delivering” or “Sustaining and Growing” in its work to meet all elements of the School Excellence Framework.

In the Domain of Learning in 2016 Young High School focused on the Learning Culture, Student Wellbeing, Curriculum and Learning. A strong focus on working to embed the key concepts of the School Plan meant we continued to work at enhancing quality teaching and learning principles supported by the Quality Teaching Framework, ALARM and differentiation of curriculum. This has allowed the school to continue moving forward supporting all students to access more of the curriculum and engage in the learning process. Students have been well assisted through the Learning Support Team and resources have been invested to expand the Learning Support Team supporting more students to engage and succeed. Wellbeing continues to be a strong focus at Young High School and our commitment to embed our nationally recognised MindMatters program has seen a large increase in positive behaviours across the school. This is evidenced by a reduction in the number of student discipline referrals and a shift in the type of student referral. Young High School has focused on building a culture of trust, respect and support between students, staff and parents and this has been supported through the implementation of consistent process and the schools visible core values of Respect, Responsibility and Care. We continue to work with our culturally diverse community and our outstanding Aboriginal education programs are providing promotion and support to our Aboriginal community.

In the domain of Teaching, in 2016 Young High School focused on Effective Classroom Practice, Collaborative Practice, and Learning and Development. Teachers have focused on refining and reviewing teaching and learning programs and have engaged in developing programs that align with school priorities to support inclusive and differentiated teaching practices which allow all students to engage in meaningful and accessible learning experiences. Through the effective implementation of the Performance Development Framework, and staff participation in the development and implementation of their own Performance and Development Plan, staff have engaged in collaborative practice including lesson observations with feedback that has supported them to engage in reflective practice allowing for professional growth. Ongoing provision of targeted Professional Learning assisted our staff to effectively implement school priorities such as ALARM and quality teaching practices. Strong and clear support structures have assisted teachers new to the profession supporting them to engage in reflective practice and adopt best practice to support students.

In the Domain of Leading in 2016 Young High School has focused on Leadership, School Planning, Implementation, and Reporting, as well as School Resources, and Management Practice and Processes. Young High School determined it was sustaining and growing in all elements of the domain of Leading. The executive team have worked across all sectors of our school community to clearly articulate school priorities and have worked with staff to develop consistent processes and practices that are effectively implemented across the school. Strong collaboration engaging all stakeholders supported Young High School to continue moving forward. The school continues to work on developing a distributed leadership model where student and school achievement is dependent on process and not individual leadership.

Our self-assessment 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

Empowered Innovative Learners

Purpose

To develop self-motivated students and staff that are innovative in the way they approach and engage in learning, sharing ownership and responsibility in the learning process.

Staff work collaboratively to develop the direction of teaching and learning, including supporting students to engage in reflection and self-assessment to improve their performance.

Overall summary of progress

During 2016 Young High School continued to focus on strengthening the quality of teaching and learning informed using relevant data to support the needs of all students.

We continued implementing programs, practices and achieve our milestones that supported us to work towards our final products and practices as outlined in the school plan.

Significant time was allocated to professional learning through Staff Development Days and Staff Development Sessions and this combined with targeted professional learning was used to support the implementation of current educational research and best practice to improve student outcomes.

In Strategic Direction 1 we focused on developing and embedding ALARM processes within the school. This was initially targeted at Year 11 and at the conclusion of 2016 many classes across Year 11 were using ALARM to support learning and performance in assessment.

Staff were introduced to Hattie's Visible learning which supports the Quality Teaching Framework and provided a scaffold for best practice in supporting students with practices that have best impact.

Staff and executive developed skills in data analysis to support adjustment and personalisation of teaching and learning programs to meet the individual needs of all students.

This was further enhanced by a focus on differentiation in learning programs supporting individual students to access the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement demonstrated by a decrease in behaviour referrals by at least 20% and an increase in attendance patterns across all Year groups by at least 5%.	<p>In 2016 several key indicators identified an increase in student engagement. Recorded negative student behaviours decreased by 23% from those of 2015. We had an increase in positive incidents of 6% and an increase in positive behaviours recognised through our merit system by 21%.</p> <p>Student feedback in the Tell Them From Me Survey indicated student engagement is high and in line with or slightly above state average where students identify positive student – teacher relationships, quality instruction, a positive learning climate and expectations for success as factors positively contributing to their engagement.</p> <p>In 2016 our overall student attendance was 85.8% which was a decrease of 2.9 %. This was disappointing and while there were some outliers that impacted significantly on this final number stronger structures to address attendance have been put in place for 2017.</p>	\$33 990 (annual)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased student performance in external exams including HSC and NAPLAN, with stronger performance in the top 3 bands of achievement by at least 5% by 2017.</p>	<p>The 2016 HSC results indicate sustained improvement compared to the start of our school plan in 2014 for HSC results. We saw 2.05% of students on the Distinguished Achievers list, and 21% of students achieved at least two band 5 marks or better. This is an increase of 10% compared to the 2014 data in which only 11% of students got two band 5 marks or better. These results are slightly down on our 2015 performance.</p> <p>In 2016 student improvement was sustained with 28% of courses above or on state average performance compared with 12% in 2014.</p> <p>Finally student performance in individual courses was strong with 52% of courses having a student cohort which had 50% or more of their students achieving a Band 4 or better. This is down on our 2015 performance however maintains improvement set in the school plan based on the 2014 data where only 38% of courses achieved this.</p>	<p>\$29680 (annual)</p>

Next Steps

In 2017 we will refine the Young High School Plan. We will focus on three key areas which include:

- * ALARM
- * VISIBLE LEARNING
- * DATA ANALYSIS

We will expand the ALARM program to support student learning in Years 11 and 12 and our focus on Visible Learning will support student achievement in the junior years.

A commitment to embed these programs effectively in to teaching and learning structures will allow us to focus on explicit teaching and learning and support student achievement. This will complement the Premiers Priorities and student performance in NAPLAN.

Strategic Direction 2

Inspired Global Citizens

Purpose

To develop and implement high quality curriculum, teaching and learning and assessment practices that meet the needs of the 21st Century learner.

Students will be equipped with transferable skills (encompassing digital connections) required to actively contribute to society in the 21st Century.

Students will be able to connect to society confidently and appropriately on a local, state, national and global scale.

Overall summary of progress

During 2016 Young High School worked to embed the programs and practice outlined in the 2015 – 2017 school plan. We focused on continuing to strengthen our wellbeing programs to provide both proactive structures and support structures that meet the needs of all students. All wellbeing programs and practices were aligned with our fundamental school program of MindMatters and we continued to focus on delivering explicit units of work that supported student mental health and wellbeing. In addition continued to engage the whole student body in our proactive wellbeing days that supported current national and international wellbeing priorities such as White Ribbon Day, AntiBullying Day and R U OK day.

We continued to focus on further developing modern learning spaces and our digital infrastructure that support the 21st century learner. This was supported by the acquisition of mobile technologies as well as hardwired technologies and we invested time and money in initiating the refurbishment of some areas in the school to maximise their use and supporting our current programs.

Young Student leadership team continued to provide student voice and support student initiatives in wellbeing and connection to community. They were responsible for leading the implementation of wellbeing days and supporting cultural inclusion across events during the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student participation in school and community events supporting inclusion.	<p>In 2016 we continued to expand our proactive presentations and programs that provided the opportunity for whole school community engagement. we expanded from 9 events in 2015 to 14 major events in 2016. These included:</p> <p>YHS Open Day, MADD night, National Day of Action Against Bullying, Relay for Life, GLBTIQ day, Cherry Chase, R U OK day, White Ribbon Day, Cyber Safety by the Commissioner of eSafety, Relationships Australia presentation, NAIDOC celebration, HOT Potato with Young Regional School of Music, Nick Newling mental Health Presentation and Careers Expo with Young Rotary.</p> <p>Our refined processes for implementation combined with a stronger media promotion strategy supported stronger parent, student and community engagement in these events.</p> <p>In addition to the whole school community events Young High School implemented a large number specific programs that provided targeted intervention and support for students to support engagement and attendance.</p>	\$4070 (annual)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased cross KLA thematic approach to teaching and learning	<p>Young High continued to explore thematic learning in 2016.</p> <p>Cross faculty collaboration existed in developing some units of work in the area of Mathematics and Science as well PDHPE Geography and English. in 2016 preliminary structures and units of work focused on thematic learning in Stage 4.</p>	\$0 (annual)
Increased student understanding of global context and connections as demonstrated through assessment processes	<p>Through explicit teaching, use of ICT infrastructure and modern teaching strategies staff at YHS provided students with the opportunity to make real world connections to their learning.</p> <p>This was supported by quality programing that addressed current and emerging issues relevant to our local community, our country and the world.</p> <p>Our assessment structures which have been recognised as best practice allowed students to participate in meaningful learning and assessment in a variety of formats that provided students with the opportunity to demonstrate their knowledge and understanding.</p>	\$1975 (annual)
Increased meaningful and diverse implementation of ICT in classroom practice	<p>Young High School continued to expand its technology infrastructure during 2016. This included the acquisition of 3 sets of mobile computer labs that provided more accessibility to computers across the school.</p> <p>We acquired software programs to support teaching and learning across KLA's in the school as well as the learning support team.</p> <p>We established an additional hard wired computer lab in the library.</p>	\$117402 (annual)
Increase in positive behaviours and a decrease in negative behaviours across the school.	<p>In 2016 several key indicators identified an increase in student positive behaviours.</p> <p>We implemented several targeted programs to support student engagement, attendance and positive behaviour. These include:</p> <p>Raise mentoring, Champions mentoring, RAGE, Love Bites, Elevate, Taste of TAFE, SLIP Talks, Fresh and Fit, Cheap Thrills production, Adam Hill workshops, AIME mentoring program and Peer Literacy Tutoring.</p> <p>Recorded negative student behaviours decreased by 23% from those of 2015. We had an increase in positive incidents of 6% and an increase in positive behaviours recognised through our merit system by 21%. Student feedback in the Tell</p>	\$2760 (annual)

Next Steps

In 2017 we will refine the Young High School Plan. We will focus on three key areas which include:

Developing more flexible curriculum structures that meet the needs of all students and provide stronger engagement

opportunities

A focus on refining and strengthening our student leadership program.

Further enhancing our digital infrastructure and development of modern flexible learning spaces to provide maximum opportunity for our students

Strategic Direction 3

Engaged and Connected Community

Purpose

To develop a whole school community where active and continuous collaboration and participation occurs from all stakeholders.

A shared vision and school direction is developed using consultation and involvement in school programs from parents and carers, external agencies, businesses, local partner schools and multicultural groups within our community.

Young High School students are promoted positively and seen as active community participants from the school of choice in the Young district.

Overall summary of progress

During 2016 Young High School focused on establishing and strengthening our connection to educational networks within Young and beyond, connecting to our diverse parent and community groups and we worked to develop stronger programs and connections to wellbeing agencies and NGO's to support student and family wellbeing. We worked with universities and our local business sector to build partnerships that support our students to successfully achieve their desired post school destination.

We continued implementing programs, practices and achieve our milestones that supported us to work towards our final products and practices as outlined in the school plan.

Young High School worked proactively with our partner schools across the Hilltops Organisation of Public Schools (HOOPS) to implement programs and events that supported student enrichment and transition, providing opportunity to all students across the K – 12 setting. We continued to be a driving force in the development and expansion of secondary KLA networks across the Southern Tablelands Principals Network.

We finalised and implemented a strategic media promotion structure that gave us a stronger positive footprint within our community and more readily allowed the wider community of Young to identify and understand the positive programs, activities and teaching and learning programs that run at Young High School.

We engaged with our parent body, including our Aboriginal and Muslim community, to support the needs of all students and adopt programs and practices that support our culturally diverse community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
IMPROVEMENT MEASURE/S Increased cohesion, connection, collaboration and consistency across the K – 12 continuum demonstrated by an increase in the implementation of effective programs. Reflected in increased student enrolments.	Expansion of the XLR8 extension and enrichment program that supports Stage 3 students and transition to high school. This included Mathematics programs and Science programs. We introduced a an interest extension program in the key learning area of Creative and Performing Arts (CAPA). We continued to further develop our transition program to include information transfer to support curriculum needs and school structures. This more strongly support students to smoothly transition to Young High School. Young High School continued to be a leader in the expansion of our Secondary KLA networks across the Southern Tablelands Principal Network. We had several executive members lead their KLA networks across the region including a combined staff development day focussed on HSC best	\$10264 (annual)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>IMPROVEMENT MEASURE/S</p> <p>Increased cohesion, connection, collaboration and consistency across the K – 12 continuum demonstrated by an increase in the implementation of effective programs. Reflected in increased student enrolments.</p>	<p>practice and a newly implemented initiative of simulated common HSC marking to support the establishment of common frameworks and collective understanding of standards in some subjects for the Trial HSC.</p> <p>Community recognition of our great work is supported by an increase in student enrolments. Our student population has grown by 5.9% during 2016. Indicating our work over the last 12 months has had a positive effect. 42.8% of new enrolments have come to us from the private sector.</p>	
<p>Demonstrated increase in parent involvement in school activities and an increase in the number of culturally diverse programs and activities run at Young High School.</p>	<p>Parent engagement continues to be positive at Young High School and parent feedback from the 2016 Tell Them From Me Survey confirms parents feel welcomed at the school and informed about school activities.</p> <p>We have continued to work with our diverse community and we are proud to provide opportunity for all students in an inclusive setting.</p> <p>In 2016 we worked across the HOOPS community of schools and with the AECG to develop release MGOALS and for the first time we worked with the AECG and our partners schools to establish and implement NAIDOC celebrations. We implemented the use of halal products at all public and celebration events to support all members of our student body and wider community to engage fully in events.</p> <p>We established stronger, more centralised and more refined parent information sessions that were delivered throughout the year. This included transition information sessions, subject selection sessions and wellbeing session from agencies such as Relationships Australia.</p>	<p>\$29644 (annual)</p>
<p>Increased engagement in transition to work programs and increased successful post school destinations as identified by student data.</p>	<p>In 2016 Young High School was an innovative leader in further developing our Case Management model and building strong productive partnerships with external wellbeing agencies to further support young people. We initiated regular collaborative interagency meetings that provided specific support for our young people.</p> <p>We strengthened our connection to the local business sector and students were engaged in the School to Work program and a comprehensive work experience program. Our strong commitment to VET pathways allowed our VET teachers to continue to develop strong industry links that supported student work placement and in some student circumstances provided students employment post school support post school destination success.</p> <p>Young High School continued to expand our professional links with several universities allowed students greater access to enrichment and extension activities that supported aspirational</p>	<p>\$5470 (annual)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased engagement in transition to work programs and increased successful post school destinations as identified by student data.	thinking and increased access to tertiary options. At this point in time our post school destination data is in line with previous years with students moving to a variety of post school destinations which include, work, TAFE and University.	

Next Steps

In 2017 we will refine the Young High School Plan. We will focus on three key areas which include:

Strengthening our collaboration and involvement in educational networks across the local community and wider educational region. This will include implementation of common frameworks on local level and expansion of our secondary KLA network practices.

Continue to work with our culturally diverse parent body and community groups to cater for the needs of our students and enhance our inclusive setting.

Develop a more comprehensive and individualised transition program to support students to engage in schooling that meets their needs and assists successful transition to post school destinations in stage 5 and 6.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Our 2016 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> * Aboriginal in class tutor * Aboriginal SLSO * Introduction of Aboriginal programs and presentations <p>Strong progress was made towards embedding and expanding our Aboriginal education programs at Young High School in 2016. This was facilitated and supported by a keen and proactive Aboriginal Education Team.</p> <p>We employed an Aboriginal in-class tutor and an Aboriginal SLSO to support Aboriginal students with their learning and the development of Personalised Learning Plans.</p> <p>Our Aboriginal Education Team implemented programs and presentations to support our Aboriginal students and the wider school community. This included the initiation of the AIME mentoring program in partnership with the University of Canberra and Adam Hill presentation.</p> <p>Our Aboriginal Education Team supported one of our Year 12 students to successfully complete Stage 6 Aboriginal Studies through distance education and attain her HSC. This was the first time any student at Young High School had completed this course.</p> <p>We continued to expand our relationships with several universities including the Australian Catholic University and University of Sydney where our Aboriginal students explored tertiary course options and engaged in university programs aimed at supporting them at school.</p>	<p>\$26 250</p>
<p>English language proficiency</p>	<p>Our 2016 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> * Resources to support student learning * Implementation of programs in LST * Teacher professional learning <p>In 2016 appropriate resources were sourced and acquired to support student learning engagement and understanding in English literacy.</p> <p>We implemented programs through the Learning Support Team that allowed identified students to increase their skills and understanding of the English language.</p> <p>Teachers engaged in professional learning to</p>	<p>\$19 339</p>

English language proficiency	support students to access learning opportunities through appropriate adjustments of curriculum.	\$19 339
Low level adjustment for disability	<p>Our 2016 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> * Employment of additional School Learning Support Officers <p>In 2016, 148 ESES referrals were made to gain support for students with additional learning needs.</p> <p>All students referred to the Learning Support Team were reviewed through team meetings and targeted interventions put in place.</p> <p>The School Learning Support Officers were engaged in working with these students, and a variety of interventions were put in place which included additional classroom support, development of IEP's, differentiation of curriculum and engagement in specific literacy and numeracy programs to support individual and group success.</p> <p>An increase in the number of staff working as members of the Learning Support Team allowed for an increase in the supportive intervention actions and an increase in student attendance, engagement and understanding of curriculum and programs delivered to them.</p>	\$52 147
Socio-economic background	<p>Our 2016 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> * Employ additional school staffing to support school priorities and needs * Expand our school Wellbeing Case management model * Provide student/family financial assistance * Purchase digital learning programs to support literacy and numeracy * Provide additional teacher professional learning * Support casual salaries associated with professional learning and school priorities to support student program development and implementation * Support wellbeing programs such as breakfast program and love bites * Purchase of laptops * Purchase of iPads * Establishment of technology centres * Improved student school facilities 	\$297 630

Socio-economic background

- * Provide additional literacy and numeracy programs
- * Support the acquisition of teaching and learning resources across KLA's
- * Subsidise curriculum based excursions
- * Student assessment booklets
- * School marketing/promotion
- * Support development of modern learning spaces

In 2016 we used our significant socio – economic funding to ensure the very best opportunities for our students.

A focus was placed on aligning our spending with the three strategic directions of the school plan and our long term goals previously mentioned.

Our spending on additional staffing allowed us to continue to implement a full breadth of programs that met the needs of our school community. This included increasing the breadth of curriculum offered, staffing an expanded case management coordinator role to support student wellbeing, and the employment of a school computer coordinator to manage our digital infrastructure.

A focus on professional learning allowed staff to further develop skills aligned to the priorities of the school plan. A more detailed account of professional learning is presented later in this report.

We committed to a significant improvement of our technological infrastructure and significant money was invested in the acquisition of another 3 class sets of mobile laptop centres which has us now positioned with mobile laptop centres in all major areas of the school. We established of another digital learning centre in the Library. This was supported by the acquisition of appropriate software programs that support 21st Century learning, and provide students with better access to the school curriculum and enhance their literacy and numeracy skills.

Curriculum based excursions that incorporated mandatory learning experiences were significantly subsidised allowing all students to attend these valuable off site learning experiences. Particular focus was placed on supporting Year 12 students to access HSC study days.

Increased support for student wellbeing programs included increasing the number and type of proactive whole school events. Presentations such as Love Bites program, the Wellbeing workshop in Wagga and the parenting seminar, combined with our

\$297 630

Socio-economic background	MindMatters days increased whole school participation and engagement in positive behaviours.	\$297 630
Support for beginning teachers	<p>Our 2016 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> * Reduced face to face teaching load for beginning teachers * Reduced face to face teaching load for Head Teachers to support Beginning Teachers * Beginning Teacher engagement in targeted professional learning * Casual teacher employment to allow Beginning Teachers to participate in activities within the school setting * Implementation of a Beginning Teacher Mentor position within the school * Support to complete the accreditation process <p>In 2016 our Beginning Teachers were supported under the Great Teaching Inspired Learning program to develop their skills and meet the accreditation level of Professional Competence as outlined in the Australian Professional Standards for Teachers.</p> <p>During the year, Beginning Teachers utilised targeted school professional learning sessions, and funding supported their participation in specific accredited professional learning activities, delivered by various providers, to refine skills across all standards of teaching.</p> <p>In addition this, funding was used to give Beginning Teachers and their supervisors release time from face to face teaching loads to support effective performance of duties and allow a supportive transition into their new role as a teacher in a NSW public school.</p>	\$90 504

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	305	283	272	299
Girls	259	255	253	257

Student enrolment has increased at Young High School by approximately 5.9% during 2016. This is a combination of local families choosing Young High School as their school of choice combined with new families moving to the area and choosing to join our school community. This trend appears as though it will continue into 2017. These student numbers allow us to offer one of the widest ranges of subject choices in the local region. It allows us to create class structures that meet the needs of our school community. It also allows us to cater for students in all disciplines and for all post-school destinations including further studies.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.6	92.1	92.6	89.6
8	89.9	87.7	91.2	89
9	87.9	85.4	87.6	88.1
10	82.9	84.3	83.4	81.3
11	87	91	88.2	82.5
12	91	85.3	89.8	82.9
All Years	88.5	87.6	88.7	85.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016 it was disappointing to see a decrease in student attendance. We did see a slight increase in Year 9 student attendance however all other junior years were represented with a drop of approximately

2%. Attendance of senior students was particularly disappointing with a decrease of approximately 6% in their attendance. While there are some known and exceptional circumstances that contribute to this data the overall trend is disappointing. There is a strong correlation between student attendance and student performance and in 2017 we will implement structures to place stronger focus and school support on attendance. We will continue to focus on improving student attendance in both the junior and senior school.

The school continues to work with departmental personnel to monitor and address student attendance issues. The use of the Home School Liaison Officer has greatly assisted the attendance of some students with chronic attendance issues. Our computerised attendance system and SMS messaging system continues to support attendance. In 2017 Young High School will introduce additional structures and processes to support and improve student attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	4.4	12.4	6
Employment		15.7	26
TAFE entry	1.8	6.7	4
University Entry			32
Other			11
Unknown	2.6		21

The information above and below is provided as an indication of post-school destinations for students of Young High School. It is not conclusive as destination data was not available for all students at the time of reporting.

Year 12 students undertaking vocational or trade training

In 2016 approximately 58% of our Year 12 students who completed the Higher School Certificate undertook studies in vocational education pathways and trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who sat for the HSC in 2016 obtained their qualifications from BOSTES. Most of our students obtained their desired post-school destination which was entry into university, employment or placement in further study at TAFE or alternate education providers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	28.9
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	12.08
Other Positions	5.5

*Full Time Equivalent

Young High School is proud to have 3 Aboriginal staff members whose roles include, community liaison officer, SLSO and classroom teacher.

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	12

Professional learning and teacher accreditation

Throughout 2016 all staff participated in a variety of professional learning opportunities both internally and externally sourced. 54 teachers engaged in identified and targeted professional learning that supported school priorities and their individual Performance Development Plans. These professional activities included a focus on school strategic planning, current educational reform implementation, leadership and management, student engagement, curriculum and assessment, literacy and numeracy, and supporting student behaviours and wellbeing.

A total of \$63 393.01 was spent on professional learning at an average of \$1058 per teacher through the year and \$6261.05 was spent to support SASS professional learning. All expenditure in professional learning fell into one or more of the following categories:

Beginning Teachers, use of ICT, Quality Teaching, Literacy and Numeracy, Syllabus Implementation, Leadership and Career Development, Welfare and Equity.

All staff participated in staff development days and sessions. A strategic approach to these sessions saw us implement a sustained and repeated approach to developing staff skills and capacity in the following areas:

* School Excellence Framework

* Wellbeing Framework

* Analysing feedback to support future directions: – Tell Them From Me survey

* Embedding Aboriginal perspectives in teaching and learning programs

* Supporting students with trauma – Relationships Australia

* Differentiating the curriculum to support the learning of all students.

* ALARM supporting explicit teaching, learning and assessment in Stage 6

* Southern Tableland's Principal's Network HSC best practice focusing on Stage 6 curriculum and assessment

* Student and staff wellbeing in line with our whole school commitment to MindMatters

* School programs and processes including using SENTRAL effectively.

* NAPLAN – analyzing data and using it to inform explicit teaching of literacy and numeracy skills across the school.

* Mandatory training activities such as Child Protection training, Code of Conduct, CPR and Anaphylaxis training.

We have a total of 25 teachers engaged in working towards or maintaining accreditation against the National Professional Standards for Teachers. There are 14 members of staff working towards accreditation at the level of Proficient and 11 staff members maintaining Proficiency. We currently have a few members of staff exploring the optional accreditation at the higher levels of Highly Accomplished and Lead.

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

Financial information

This summary financial information covers funds for operating costs to 1st December 2016 and does not involve expenditure areas such as permanent salaries,

building and major maintenance.

Income	\$
Balance brought forward	723 893.89
Global funds	538 934.03
Tied funds	867 672.70
School & community sources	186 856.33
Interest	19 001.21
Trust receipts	60 806.12
Canteen	140 312.52
Total income	2 537 476.80
Expenditure	
Teaching & learning	
Key learning areas	77 254.43
Excursions	91 797.54
Extracurricular dissections	26 047.56
Library	9 843.03
Training & development	0.00
Tied funds	804 839.45
Short term relief	123 605.19
Administration & office	185 615.93
School-operated canteen	122 875.28
Utilities	128 411.94
Maintenance	130 828.12
Trust accounts	68 592.12
Capital programs	49 500.00
Total expenditure	1 819 210.59
Balance carried forward	718 266.21

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

School performance

NAPLAN

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

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 and select GO to access the school data.

Student performance data indicates only approximately 30% to 40% of students are performing in the top three bands in literacy and numeracy in Year 7. In Year 9 this trend continues to be similar with only 30% to 40% of student in the top three bands of performance in literacy and numeracy.

Trend data indicates there is no significant or sustained improvement in any aspects of literacy and numeracy when considering progress from 7 to 9. Focusing on Year 9 we see gradual slow but sustained improvement in reading which is against the trend for state all schools and state DoE schools and we have closed the gap in this area. In spelling we see fluctuating results that could be considered as cohort driven results. The gap is maintained against state all schools and state DoE. Grammar and punctuation does demonstrate slow but sustained improvement and we again are closing the gap against state all schools and state DoE. Finally in numeracy we have had fluctuating results over the last two years however these are in line with or better than other results over the last 5 years. The gap remains relatively consistent between school, state all schools and state DoE.

Our growth data indicates that on average approximately half our students are reaching their expected growth. In Reading 51.1% of students have achieved expected growth. In spelling 50% of students have achieved expected growth. In grammar and punctuation only 43.3% of students have achieved expected growth and finally in numeracy 51.2% of students have achieved expected growth.

In line with reporting on the Premier's Priorities for student performance in the top two bands for Reading and Numeracy, below is an outline of our student performance in 2016.

In reading, 15.53% of Year 7 students achieved in the top two bands compared with like school groups average of 11.89% and a state average of 30.49%. While still above like school group average this is a decrease on student performance. In 2015 21.43% of students in Year 7 achieved in the top two bands of reading.

11% of Year 7 students achieved in the top two bands for numeracy in 2016 compared with 12.91% of students in like school groups across the state and a state average of 31.44% the state and this is a fairly static performance for our students who had 11.76% of students in the top two bands in 2015. It should be noted that the state trend demonstrated a slight increase of approximately 2%.

In Year 9 reading 7.69% of students achieved in the top two bands compared to a like school group average of 8.66% and a state average of 25.14%. This is down on

our 2015 performance of 11.96% of students achieving in the top two bands. Trend data indicates a slight decrease across the school, like school group and state average for reading.

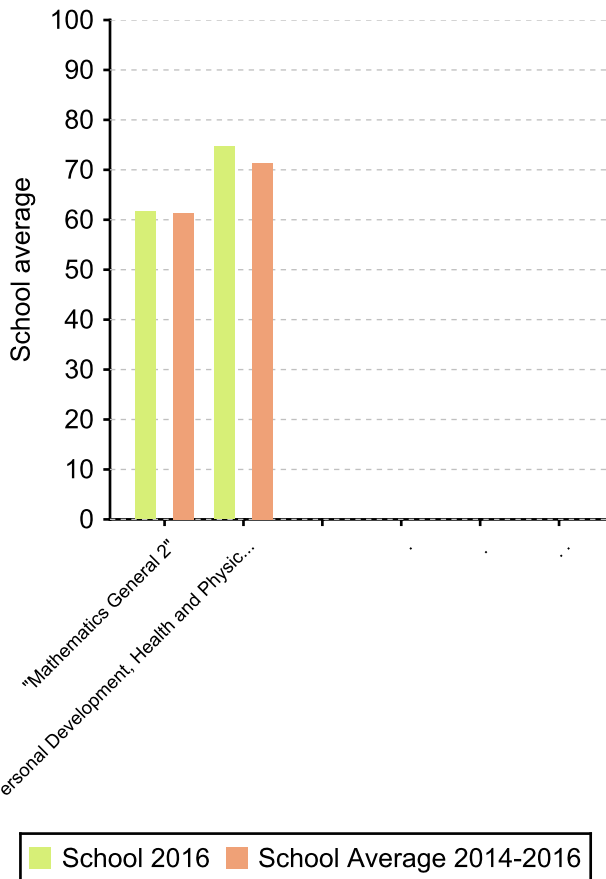
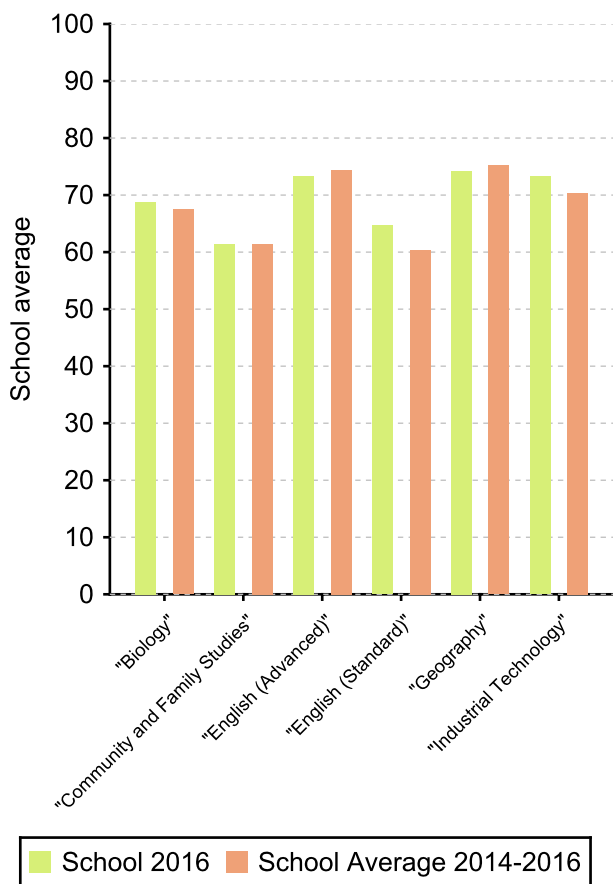
4.55% of students achieved in the top two bands of numeracy in 2016 compared to a like school group average of 9.95% and a state average of 26.96% this again is down on our 2015 performance where 7.95% of students achieved in the top two bands. It should be noted that state, like school groups and school trends were down in 2016.

Our Aboriginal student cohorts in Year 7 and in Year 9 are not large enough to report against in 2016 however it can be said the our Aboriginal student performance in previous years is above like school group and state average.

This information indicates that while our overall trend data suggests we are improving in areas and closing the gap on like school groups and state performance, our student in the top two groups are not growing as much as our students in the middle and at the lower end of performance.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



In 2016 HSC results in some areas were very pleasing and in many other areas student results were satisfactory. The data in the graphs presented for larger cohorts suggests our student performance in Biology, CAFS, Standard English, Industrial Technology, Mathematics General 2 and PDHPE was equal to or better than our average performance over the past three years. Once again we were one of the stronger performing schools across our geographical region for students making the distinguished achievers list with 2.05% of students from our school making this list for achieving the highest band possible in a subject they studied. The courses Industrial Technology, Music 1, PDHPE, Construction, Hospitality and Retail all had cohort performance above the state average. Other outstanding performances worth noting were our Music 1 class achieved three students on the distinguished achievers list and 100% of students studying this course attained a Band 4 or higher. Visual Arts had 100% of students with a Band 4 or Band 5 and 100% of students studying English Extension 1 achieved an E3.

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.

In 2016 Young High School used the "Tell Them From Me" survey to seek feedback from parents, students and teachers about the school. Their responses are summarised below.

Results of these surveys across the school community indicate:

Strengths across the school

- * Young High School provides a comprehensive array of extracurricular opportunities to support the holistic development of our students. Student enjoy participation in these programs
- * Most students identify positive friendships within the school
- * Most students engage in positive behaviours across the school
- * Students feel appropriately challenged in line with the state average
- * Student engagement is high and in line with state average where students identify positive student – teacher relationships, quality instruction, a positive learning climate and expectations for success
- * Students feel supported at school
- * The majority of students at school have high levels or medium levels of happiness in line with state averages
- * Teachers feel we have developed an inclusive school
- * Teachers adopt a variety of modern teaching strategies to support 21st century learning
- * Teachers collaborate to improve practice and outcomes for students
- * Students are given good feedback and high expectations are set
- * Technology is used effectively in teaching and learning across the school
- * The school has good facilities that allow students to maximise their learning experiences
- * Most parents feel welcomed at the school
- * Parents feel Young High School provides a safe and supportive learning environment
- * Parents feel Young High School clearly communicates processes and information
- * Recognition that Young High School is working to connect with parents and across the community

Areas for future development

- * Focus on supporting student attendance more in line with state averages
- * Continued development of wellbeing programs that support sense of belonging for all students
- * Increase the opportunity for parents to be involved in school activities that create a stronger school – parent connection

* Further development and refinement of leadership structures across the school that support staff, students and families

* Increased implementation of differentiation of curriculum to support the learning of all students

* Continue to focus on facility improvements to support 21st Century learning

* Continued development of appropriate curriculum structures that meet the needs of our school, including a variety of engagement programs to support all students

* Continued staff professional development to build capacity and provide best opportunities for all students

Policy requirements

Aboriginal education

2016 saw Young High School continue to place a significant focus on Aboriginal Education, expanding our effective programs and practices and employing staff to specifically initiate and support improved outcomes in relation to Aboriginal Education.

Aboriginal Education programs continue to be overseen by an executive member with recognised experience coordinating Aboriginal programs across the school and community. In 2016 we continued to strengthen relationships and increase collaboration with the AECG and Aboriginal Lands Council and we increased the number of Aboriginal programs run at Young High School.

We maintained the engagement of an Aboriginal SLSO who provided additional support for the effective development of PLP's for all Aboriginal students and we continued to employ our Aboriginal In-Class Tutor. In 2016 we continued to employ an Aboriginal languages teacher to deliver Wiradjuri to all students engaged undertaking LOTE (Language Other Than English) at Young High School. We saw students take Wiradjuri as an elective in Year 8 for the first time during 2016.

Our Aboriginal Education Team has been highly visible and proactive increasing Aboriginal student engagement, attendance and connection to the school and allowed for targeted interventions to support success at school. This is highlighted by an increase in the number of Aboriginal students taking on leadership roles within the school.

During 2016 our Aboriginal In-Class Tutor continued to work across our schools and in the community. Her role of community liaison officer across Young North Public, Young Public and Young High has allowed the strengthening of relationships between schools and within the community, working to increase connections.

In 2016 Young High School formed a partnership with the University of Canberra and engaged in a mentoring program called AIME. This program focuses on building

Aboriginal student aspiration and provides students with mentoring opportunities from older Aboriginal students who are engaged in their own university studies. This program has supported our students to design their own visions for their future, recognise the opportunities that exist within universities and further developed the leadership skills of our Aboriginal students.

It is not possible to specifically report on student outcomes for literacy and numeracy due to a small cohort making the data unreliable and identifying. It can however, be stated that the results for Aboriginal students are either above or just below state wide results in all reporting areas. There are no areas which are significantly below these measures.

Multicultural and anti-racism education

During 2016, Young High School continued to focus on supporting all students from culturally diverse backgrounds in an inclusive setting. The school continues to promote positive and supportive behaviours across the school and we have maintained our programs on anti-racism and built these into the MindMatters lessons held during Care.

During 2016 Young High School participated in identified multicultural community events including Harmony Day/Multicultural Day celebrations and the Lambing Flat festival celebrating the Chinese heritage of our past.

The school has an identified Anti-Racism Contact Officer who provided support and assistance as needed to students, families and staff.