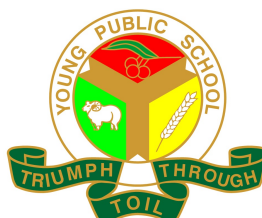


Young Public School

Annual Report



2017



3563

Introduction

The Annual Report for 2017 is provided to the community of Young Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school executive utilised the School Excellence Framework Self–Assessment Survey in conjunction with other evidence, and determined that in 2017 Young Public School was Delivering, or Sustaining and Growing across the three domains.

Learning – In 2017, Young Public School continued to develop across the Learning domain through the following ongoing reforms and practices. The learning culture of our whole–school community progressed as the local schools network, Hilltops Organisation of Public Schools (HOOPS), implemented Visible Learning. This is developing the capacity of teachers to use data to inform their practice, to explicitly teach students the practices and dispositions of successful learners, and to build capacity for giving effective feedback to children as learners, and to colleagues around their practice. Wellbeing reforms continued with a case management approach for high–needs children implemented, including the systematic implementation of tiered literacy intervention, MultiLit, and the employment of a Speech and Language Pathologist (SLP), and an Occupational Therapist (OT). Ongoing implementation of positive psychology program, BounceBack! continued, as well as network–wide professional learning in Bridges Out of Poverty, capacity

building learning for all staff to support economically under-resourced children and families. Assessment practices were collated and evaluated, and standardised testing adopted from years K–6. Formative assessment practices were evaluated and the school is continuing to work with teachers to embed these into practice.

Teaching – In 2017, Young Public School continued to develop across the Teaching domain through the following ongoing reforms and practices. As a result of the Visible Learning professional learning, an Evidence into Action plan was developed and data sets were identified and collected to form baseline data across a range of measures. Standardised testing, Progressive Achievement Tests (PAT) and Dalwood w implemented and professional learning to build capacity of teachers to effectively utilise this data commenced. A beginning teacher mentoring program commenced, with beginning teachers and their mentor, being released from face-to-face teaching. Four teachers received proficient teacher accreditation; and professional learning for all staff met departmental, network, school, and individual priorities, as identified by the School Plan 2015–2017, and Personal Development Plans.

Leading – In 2017 Young Public School continued to develop across the Leading domain through the following reforms and practices. There was further development of our processes to collect feedback from our whole-school community. Staff feedback was collected regarding assessment and feedback practice, staff wellbeing, and program evaluations; student voice was collected regarding learning dispositions; and community feedback was collected regarding student learning and wellbeing, learning dispositions, and communication. Communication issues were delved into as a result of feedback from the 2016 survey. Parent/carer response remains high at 60%. Results of surveys are clearly communicated to parents, as well as our school response to identified concerns. Professional Learning continued to reflect system and school priorities as identified by our school plan.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality teaching

Purpose

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

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

Overall summary of progress

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

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

The HOOPS network invested in Visible Learning professional learning, and as a result an Evidence into Action plan was developed and data sets were identified and collected to form baseline data across a range of measures. Standardised testing (PAT and Dalwood Spelling) was implemented and professional learning was initiated to build the capacity of teachers to effectively utilise this data to inform their practice.

A beginning teacher mentoring program commenced, with beginning teachers and their mentor being released from face-to-face teaching. Four teachers received proficient teacher accreditation.

Professional learning for all staff met departmental, network, school, and individual priorities, as identified by the School Plan 2015–2017, and Personal Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth towards state average in top 2 NAPLAN bands OR growth towards state average of students achieving proficiency and increasing numbers of students achieving age appropriate clusters in PLAN	<p>Collaborative practice developed through the following: peer coaching for programming, summative assessment analysis, reporting, and development of whole-school scope and sequences.</p> <p>Class sets of mobile laptop stations purchased to support teaching and learning.</p> <p>Robots purchased to support development of mathematics skills in Space and Geometry through coding and robotics.</p> <p>Refer to Key Initiatives for</p>	<p>2017 Year 3 NAPLAN Top 2 Bands: Reading – decrease 9.5%, Spelling – decrease 10.1%, Grammar & Punctuation – decrease 2.4%; Writing – decrease 20.1%; Numeracy – decrease 0.8%</p> <p>2017 Year 5 NAPLAN Top 2 Bands: Reading – increase 2.8%, Spelling – increase 8.3, Grammar & Punctuation – decrease 1.7%, Writing – increase 2.4%, Numeracy – increase 0.4%</p> <p>2017 Year 3 at proficiency: Reading – 27% (51%), Spelling – 28% (53%), Grammar & Punctuation – 37% (62%), Writing – 30% (53%), Numeracy – 24% (43%)</p> <p>2017 Year 5 at proficiency: Reading – 24% (40%), Spelling – 25% (38%), Grammar & Punctuation – 24% (36%), Writing – 13% (18%), Numeracy – 16% (33%)</p> <p><i>Note State average figure in brackets</i></p>
All staff understand and are engaged in using evidence to	Visible Learning, including Evidence into	HOOPS network Visible Learning professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
build their capacity.	<p>Action training, provided capacity building in collecting and utilising data to drive data-informed teaching practice, evidence-based learning and teaching practices.</p> <p>PAT testing purchased, and testing implemented for Years 2 to 6 for Reading, Grammar and Mathematics. Dalwood Spelling used K-6 and results collated in SENTRAL for comparative data over time.</p> <p>Refer to Key Initiatives for funding breakdown</p>	<p>YPS teaching staff complete Evidence into Action plan to establish baseline data for assessment practices, feedback practices, and student knowledge of learning dispositions.</p> <p>All classroom teachers from Years 2-6 implement PAT testing.</p>
Staff meet the individual learning needs of all students through evidence-based, differentiated curriculum delivery	<p>Regular consolidation of TEN, L3 and FoR has enabled our school to embed evidence-based pedagogy from K-6.</p> <p>Reform of Learning Support & Wellbeing Team</p> <p>Refer to Key initiatives for funding breakdown</p>	<p>331% increase in referrals to Learning Support and Wellbeing team. Tiered interventions in learning and wellbeing support 200 children in Tier 2 and 3 interventions.</p>

Next Steps

In 2018 we will develop and commence implementation of the School Plan 2018-2020. The focus will remain on continuous improvement through developing teacher quality as a result of instructional leadership; and further developing and embedding principles of Visible Learning, including data practices, explicit teaching through learning intentions and success criteria, and quality social and emotional learning. These areas of focus remain a HOOPS priority and will support our students transitioning to and beyond Year 7. We will continue to develop connections across the HOOPS network ensuring common teaching and learning frameworks with Young North PS. The result will be improved teacher capacity, and engaged and resilient learners, ensuring that teachers and learners are accountable and learning impact is high.

Strategic Direction 2

Inclusive and engaged school communities

Purpose

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

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

Overall summary of progress

Wellbeing reforms continued with a case management approach for high-needs children implemented, including the systematic implementation of tiered literacy intervention, MultiLit, and the employment of a Speech and Language Pathologist (SLP), and an Occupational Therapist (OT); ongoing implementation of positive psychology program, BounceBack! continued; as well as network-wide professional learning in Bridges Out of Poverty, capacity building learning for all staff to support economically under-resourced children and families.

The evidence-based mindfulness program, Smiling Mind continued across the school, with Smiling Mind ambassador, Danette Watson, working with staff and students. Ongoing commitment to existing wellbeing programs continued including Cool Kids, mentoring and peer support.

In 2017, we responded to our 2016 community survey by reporting the results of the survey, including areas for improvement. We informed the school community of the resulting action plan, particularly with concerns raised regarding communication of learning and wellbeing supports, extension of gifted students, and differing parental expectations regarding homework.

In 2017, 57% of our families responded to our survey. Staff feedback was collected regarding assessment and feedback practice, staff wellbeing, and program evaluations; students voice was collected regarding learning dispositions.

The Hilltops Organisation Of Public Schools (HOOPS) continued to develop opportunities for students in the network to learn together. Leadership meetings continued and a program of joint professional learning was established including the implementation of Visible Learning, and Bridges Out of Poverty. HOOPS continues to develop stronger ties between the schools resulting in a shared framework for supporting learners, and developing teachers. Participation in landmark pilot programs with Royal Far West (RFW), and NSW Health through the development of the Wellbeing Hub at Young High School, have resulted in improved support networks for students and their families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in home learning partnerships by 20% to support engagement in student learning, well-being and cultural programs at the school.	No significant funds expended	<p>Response rate for parent/carer survey remains high at 55%.</p> <p>Survey data noted close to 100% positive comments in domains regarding the school's positive and caring culture.</p> <p>Respondents overwhelmingly noted that students feel safe, enjoy school and are encouraged to do their best.</p> <p>Responders greatly appreciated the opportunity to give their opinions and a variety of issues were raised in the comment section, enabling YPS to understand areas that parents feel are important.</p> <p>Most respondents read the newsletter regularly and around half are using the SkoolBag app and Facebook to keep up to date.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strong, positive and productive relationships with support agencies to develop transition, well-being, and developmental programs to support students and their families.	<p>Aboriginal Education Officer</p> <p>SLSO employed to support students from a significant cultural minority</p> <p>SLP and OT employed one day per week</p> <p>RFW OT Behaviour Regulation capacity building with students, parents/carers/staff</p> <p>Refer to Key Initiatives for funding breakdown</p>	<p>Continued consultation and collaboration with the AECG to implement MGoals for Aboriginal students.</p> <p>Attendance remains steady at 93.33% for whole school and 90.84% for Aboriginal students.</p> <p>Royal Far West pilot program for tele-health model commenced.</p> <p>Nurse in School pilot program through Premier' & Cabinet Department approved.</p> <p>100+ children access Speech and OT services at YPS.</p> <p>Transition to Early Stage One continues to develop with open classroom mornings, preschool visits, executive staff and school counsellor working with Early Intervention, and Early Start term 4 transition program continuing.</p>
An active local schools' network.	<p>Professional Learning – Visible Learning \$7000</p> <p>Refer to Key Initiatives for funding breakdown</p>	<p>The Hilltops Organisation Of Public Schools (HOOPS) continued to develop opportunities for students in the network to learn together.</p> <p>Leadership meetings continued and a program of joint professional learning was established including the implementation of Visible Learning, and Bridges Out of Poverty. HOOPS continues to develop stronger ties between the school resulting in a shared framework for supporting learners, developing teachers, as well as participation in landmark pilot programs with Royal Far West, and NSW Health through the development of the Wellbeing Hub at Young High School, resulting in improved support networks for students and their families.</p>

Next Steps

In 2018 we will develop and commence implementation of the School Plan 2018–2020. The focus will remain on continuous improvement through the following:

Effective communication of YPS learning support and wellbeing interventions to parents/carers, including developing community understanding of the range and benefits of our interventions.

Continue to develop and utilise tools that can effectively measure the impact of interventions, so that parents/carers and classroom teachers can evaluate the efficacy of intervention and ensure appropriate differentiation within the classroom.

This will result in continuous improvement in student wellbeing, and parent engagement and teacher quality.

Strategic Direction 3

Student success as learners

Purpose

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

Overall summary of progress

In 2017, Young Public School continued to develop across the Learning domain through the following ongoing reforms and practices: The learning culture of our whole-school community progressed as local schools network, Hilltops Organisation of Public Schools (HOOPS), implemented Visible Learning, developing the capacity of teachers to use data to inform their practice, to explicitly teach students practices and dispositions of successful learners, and to build capacity for giving effective feedback to children as learners, and to colleagues around practice. Wellbeing reforms continued with a case management approach for high-needs children implemented, including the systematic implementation of tiered literacy intervention, MultiLit, and the employment of a SLP, and an OT; ongoing implementation of positive psychology program, BounceBack! continued; as well as network-wide professional learning in Bridges Out of Poverty, capacity building learning for all staff to support economically under-resourced children and families. Assessment practices were collated and evaluated and standardised testing adopted from years K–6. Formative assessment practices were evaluated and the school is continuing to work with teachers to embed these into practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are able to confidently model the values and culture of our school.	Appointment of SLSO team to support implementation of MultiLit, SLP and OT follow-up, case management, and Aboriginal Education Officer. Refer to Key Initiatives for funding breakdown	Improved student engagement is developed through Learning Support and Wellbeing team reform, and systematic implementation of tiered literacy and wellbeing supports. Improved leadership opportunities for Year 6 students through involvement in SRC, library, IT Team, and Peer Support.
Students will utilise explicitly taught success criteria to improve their learning and social engagement.	Visible Learning professional learning including Evidence Into Action Refer to Key Initiatives for funding breakdown	Most teachers are consistently explicitly teaching learning intentions and success criteria across the Key learning Areas. Students are better able to articulate what they are learning and what they have to do to achieve success. Students are becoming familiar with the language of the continuum.

Next Steps

In 2018 we will develop and commence implementation of the School Plan 2018–2020. The focus will remain on continuous improvement. We will be empowering our learners through implementation of instructional leadership, further developing and embedding principals of Visible Learning, and explicit teaching of evidence-based social and emotional learning including learner dispositions. These areas of focus remain a HOOPS priority and will support our students transitioning to and beyond Year 7. We will continue to develop connections across the HOOPS network ensuring common teaching and learning frameworks with Young North PS. The result will be improved teacher capacity, and engaged and resilient learners, ensuring that teachers and learners are accountable and learning impact is high.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Funding \$48,428	<ul style="list-style-type: none"> Aboriginal Education Officer supported our Aboriginal students and their families with, engagement, attendance, access to health services, and access to culture Learning support for Aboriginal students through access to evidence-based literacy programs MultiLit, and 1:1 support \$12,128
English language proficiency	RAM English language proficiency \$4,818	No funds spent
Low level adjustment for disability	RAM Low Level Adjustment for Disability (LLAFD) \$53,735 Student-based funding support \$22,828	<ul style="list-style-type: none"> Systematic literacy support from Years 1 to 6 with evidence-based programs, MultiLit Support of students with significant needs
Quality Teaching, Successful Students (QTSS)	QTSS Staffing allocations utilised 0.447 FTE	This initiative provided an additional staffing resource allocation to provide executive release to support collaborative practices in the school, and to allow teachers to observe colleagues. Mentoring and coaching practices were supported to facilitate the provision of effective feedback to individual teachers, and to commence systematic data collection to support implementation of Visible Learning,
Socio-economic background	RAM Socio Economic Background (SEB) \$204,740	<ul style="list-style-type: none"> Systematic literacy support from Years 1 to 6 with evidence-based programmes Support of students with significant needs Utilise both LLAFD and SEB funding (\$82,135) Employment of Speech and Language Pathologist and Occupational Therapist, one day per week (\$40,000) Computers and charging/storage trolleys for Stages 2 and 3 (\$26,000)
Support for beginning teachers	Support for beginning teachers \$60,674	The school received additional funds for four newly appointed teachers contracted to the school in 2017. Funds were utilised for Professional Learning and mentoring program (\$10,872)

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	309	315	317	284
Girls	242	243	253	244

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	93	95.8	94.7
1	94.4	94.8	95.2	94.6
2	94	94.1	94.7	94.1
3	95	93.8	94.6	95.2
4	94.2	94.8	94.6	95
5	93.5	93.9	95	93.4
6	94.5	94.3	93.8	95.2
All Years	94.3	94.1	94.8	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

School Liaison Officer once per term to review attendance and to meet with parents/carers regarding poor attendance.

Class sizes

Class	Total
KB	22
KW	21
KG	22
1C	18
1S	22
1H	23
1D	23
2B	26
2R	26
2C	25
3L	27
3H	27
3/4W	26
4D	28
4B	27
4/5C	25
5N	27
5R	28
6W	26
6L	26
6G	25

Management of non-attendance

Parents are reminded of the importance of regular attendance at school to engage students in school life. Most absences will be accounted for and require no further follow-up. Attendance is monitored at regular school meetings; at Staff Meetings, Executive Meetings, and Learning Support & Wellbeing Team meetings. Where absences are of concern due to their nature or frequency, the school will involve the parents and the student as appropriate, to develop strategies to improve attendance. The class teacher or Deputy Principal will contact the parent to facilitate improved attendance. Ongoing poor attendance or disengagement from school may trigger a referral to the Home School Liaison Program. Principal, Deputy Principal, and School Counsellor meet with our Home

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.36
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.96
Other Positions	0

*Full Time Equivalent

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	26

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	216,878
Global funds	217,319
Tied funds	263,898
School & community sources	68,322
Interest	2,285
Trust receipts	4,025
Canteen	0
Total Receipts	555,849
Payments	
Teaching & learning	
Key Learning Areas	33,304
Excursions	11,545
Extracurricular dissections	28,670
Library	0
Training & Development	1,217
Tied Funds Payments	149,457
Short Term Relief	35,572
Administration & Office	32,153
Canteen Payments	0
Utilities	23,840
Maintenance	15,735
Trust Payments	5,145
Capital Programs	20,257
Total Payments	356,895
Balance carried forward	415,831

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	982,884
Appropriation	883,660
Sale of Goods and Services	1,278
Grants and Contributions	96,681
Gain and Loss	0
Other Revenue	0
Investment Income	1,265
Expenses	-612,095
Recurrent Expenses	-612,095
Employee Related	-284,244
Operating Expenses	-327,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	370,789
Balance Carried Forward	370,789

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,491,808
Base Per Capita	89,214
Base Location	14,340
Other Base	3,388,254
Equity Total	453,112
Equity Aboriginal	48,428
Equity Socio economic	204,740
Equity Language	4,005
Equity Disability	195,939
Targeted Total	369,085
Other Total	277,380
Grand Total	4,591,385

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

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

School performance

School-based assessment

The L3 program for literacy was delivered to 62 kindergarten students across 3 straight classes. In the 10 minute writing vocabulary, 61% of students wrote 40+ words, 20% of students wrote 20–40 words and 19% of students wrote 2–20 words. The words written were simple to complex common words, family words and rhyming words. The reading results show 19% of students reading at a level of 18 and above, the minimum standard for the end of year One. 69% of students finished Kindergarten reading a level 9–18, level 9 being the optimal minimum standard (Cluster 4) for Kindergarten. 11% of students read a level 7–9.

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. Go to <http://www.myschool.edu.au> to access the school data.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	11.9	13.4	20.9	16.4	14.9	22.4
School avg 2015-2017	8.2	11.5	20.2	17.5	18.5	24.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	9.0	19.4	22.4	22.4	14.9	11.9
School avg 2015-2017	6.8	16.5	21.7	22.7	17.5	14.8

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	7.5	20.9	25.4	17.9	16.4	11.9
School avg 2015-2017	10.3	21.2	18.8	19.2	15.2	15.2

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	11.9	29.9	28.4	25.4	4.5
School avg 2015-2017	4.2	9.0	20.0	28.6	30.8	7.4

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	13.4	17.9	16.4	28.4	10.5	13.4
School avg 2015-2017	7.7	20.9	21.9	24.3	12.7	12.5

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	17.7	16.2	8.8	33.8	11.8	11.8
School avg 2015-2017	12.0	18.8	16.4	30.0	10.4	12.5

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	19.4	3.0	26.9	25.4	10.5	14.9
School avg 2015-2017	12.1	11.4	27.5	27.8	12.7	8.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	9.0	13.4	28.4	35.8	10.5	3.0
School avg 2015-2017	9.0	14.1	35.6	29.2	10.3	1.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	6.0	22.4	29.9	17.9	11.9	11.9
School avg 2015-2017	5.8	17.9	32.0	19.1	13.6	11.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	11.9	20.9	23.9	26.9	11.9	4.5
School avg 2015-2017	6.4	17.2	31.3	29.4	11.3	4.4

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results: Growth towards state average in top 2 NAPLAN bands by 8% by 2019 or growth towards state average of students achieving proficiency

For the past three years student results have remained static. Ongoing reforms to improve teacher capacity and student learning practices, use data to drive improvement, and reforms to Learning Support have commenced and should result in student learning growth.

State Priorities: Better services – Improving Aboriginal education outcomes: Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019

There is a very small cohort of Aboriginal students in each year. Our data is very inconsistent. MGoals implementation to develop aspiration and expectations of Aboriginal students, and the ongoing development of Visible Learning practice in staff and students, will ensure targeted learning supports these aspirations.

Parent/caregiver, student, teacher satisfaction

Parents

In 2017, 57% of our families or 207 families responded to our annual survey.

An overwhelming majority of families, 100%, communicated that they were very happy with the school and that they would recommend YPS to other families. The parents whose children were involved in extension, and learning and wellbeing support programs were very appreciative. Feedback indicated a general desire for expansion of these support programs.

As a result of our staff development in Visible Learning, and our goal of building capacity in our whole-school community regarding current best-practice in the classroom, we collected baseline data of our community's understanding of learning and cognitive development. Parents recognised the importance of the following factors in a child's learning: the child being happy at school, and being involved in a welcoming,

understanding, and productive learning setting.

Communication remains an area for improvement for YPS. YPS continues to develop systems and processes to support a child's learning. The school realises the importance of open, consistent and timely contact with families for both negative and positive issues.

The care, support, and understanding of children by teaching and support staff was positively commented on.

Students

In 2017, student voice regarding the learner was collected and evaluated. 83.1% of responses demonstrated that children equated 'good learning' with a set of behaviours: listening, sitting still, behaving well etc. 7.9% of children did not know what a good learner does, whilst only 8.9% of children could articulate some characteristics of visible learners. 23.4% of children rely on a teacher response to determine that they have learned, whilst 23.4% rely on a feeling, and 17.02% don't know if they have learned something. Only 36.17% can articulate that they know they have learned by demonstrating their learning. Our evidence indicates that children at Young Public School cannot articulate the characteristics of an effective learner.

Our data indicated that most primary students were confident that their teacher is helping them learn. Primary students are unsure how much the teacher knew about them as a learner. Infants students' data indicated that students feel liked and that they are learning, but they feel that the teacher does not always know what they find easy or hard. Compared to primary students, infants students said their learning was less interesting. Our evidence indicates that the predominant types of teacher feedback were self/praise and task focus. Professional learning in effective feedback techniques encompassing process and self-regulation feedback has been identified as an area requiring professional learning.

Staff

In 2017 all staff completed a wellbeing and program evaluation survey. Feedback was collected across the domains of wellbeing, staff assessment and feedback practice, and learning and wellbeing access and support for students. The key findings from the survey were:

1. 74.2% of staff agreed that YPS was committed to developing its employees
2. 90.3% agreed that YPS focuses on improving the work they do
3. 90.3% agreed that their job gives them a feeling of personal accomplishment
4. 76.6 agreed that they were provided with the support that they needed to do their best at work
5. 77.4% agree that YPS is a positive school

community

6. 100% agree that YPS provides learning supports for students
7. 90.3% agree that YPS provides social and emotional supports for students
8. 80% agree that BounceBack is effective
9. 70% agree that the literacy interventions, Mini, Macq, and MultiLit are effective
10. 96.7% agree that the school band is an effective program
11. Improving the efficacy of data utilisation was identified
12. Professional learning in assessment for learning was identified as an area of need, as was using effective feedback

Policy requirements

Aboriginal education

Young Public School is committed to improving the educational and wellbeing outcomes of Aboriginal and Torres Strait Islander students. This year Young Public School had a total of 42 Aboriginal students enrolled. All students have personalised learning plans which are revised regularly. The cross-curricula priority of Aboriginal and Torres Strait Islander histories and cultures continues to be embedded into learning activities including using texts with indigenous perspectives. Aboriginal students attended a cultural day during NAIDOC Week, featuring dancers and the sampling of a variety of bush tucker. Aboriginal students participated in cultural learning with Dinawan's Connection. The students were tutored in song and dance by Dinawan's Connection for the Cherry Jam Festival, where our students performed for two evenings and a matinee performance. Ms Angela Agnew continued to be a major asset to Young Public School, developing connections between school, families and the Indigenous community. The Proud and Deadly Awards ceremony saw 22 Aboriginal students attend with many receiving awards for encouragement, attendance or in recognition of their citizenship, sporting or academic efforts. The Principal and Assistant Principal have attended AECG meetings once a term to coordinate activities and keep up to date with developments in Aboriginal Community partnerships.

Multicultural and anti-racism education

We have a consistent enrolment of between 4% – 5% of students from non-English speaking backgrounds. Young Public School's "Thinking of Others" (TOO) program, in conjunction with the positive psychology program, Bounce Back!, underpins all aspects of school life. Included in this program is a strong focus on multiculturalism and anti-racism initiatives. Although the TOO philosophy is referred to daily throughout the

school, one week per term is dedicated to Bounce Back/TOO Week. Young Public School celebrates Harmony Day. On this day students present items at a community concert, all of which reflect a multicultural, togetherness theme. Our whole school Bounce Back/TOO social skills program targets specific behaviours such as "including others", "respecting other cultures" and "being peacemakers". Throughout the year all classes study the cultural diversity of our country through various units of work in HSIE and through English texts with Indigenous and multicultural perspectives. Halal options are also available in the canteen and for sausage sizzle fundraisers. We enhance student and family engagement and school connectedness through the employment of a community linkage and in-school Learning Support Officer for our significant population of Islamic students.

Other school programs

Young PS Band

The Young Public School Band has had a very successful year in 2017. At the end of the year Junior Band had 18 members and Senior Band had 31 members. Instruments in our band include flute, clarinet, saxophone, trumpet, trombone, percussion, keyboard, glockenspiel, bass guitar and acoustic guitar. We performed at the Australian National Eisteddfod and gained a Platinum award. We also performed at the Wagga Wagga Eisteddfod and received second place. Our senior band performed weekly at assemblies and at our annual presentation night as well as at community events including the Lambing Flat Festival, and the Cherry Festival. Some students attended the Regional Riverina Band Camp in Wagga Wagga in Term Two. The camp was held for a week with students being tutored by music professionals and they gained many more musical skills and experiences. Our conductor, Mr Mark Corkery from the Young Regional School of Music, has continued to arrange his own music this year which has enhanced the quality and balance of the band's performances and has truly engaged and inspired our students.

Sport

Achievements in sport included the following:

- 31 students achieved State level competition in team and individual events
- Teams were entered in the state knockout competitions for netball, rugby league, tennis, soccer, cricket, and rugby union
- Students from years 2 and 3, and those eligible from other grades participated in the intensive swimming program
- 12 students participated in the Rotary Dream Cricket Gala Day for students who do not have the opportunity to regularly play cricket
- 22 students participated in the Regional Swimming trials held at Albury, with 4 of these children progressing to State level in Sydney
- 186 students from years 2 to 6 participated in the Boorowa Touch/Netball Carnival
- 22 students participated in the Regional Athletics

trials at Albury.

- 1 student progressed to state level in State Athletics held in Sydney.
- Students from years 2 to 6 participated in the skills sessions for Country Rugby League and netball
- Students participated in the Premier's Sporting Challenge with Young Public School receiving a Gold award
- 25 students travelled to Gundagai for Regional Cross Country with 1 student progressing to State Cross Country
- Our girls' League Tag team was the winner of the Mortimer Shield for the third year in a row
- 10 students with disabilities represented the school in boccia.

Debating

In 2017, Young Public School continued to offer debating and public speaking to our primary students. Two teams with students from Years 5 and 6, entered the NSW Premier's Debating Challenge, with one team progressing to the Regional finals.

Reading Recovery

Young Public School's Reading Recovery allocation was 0.92 this year with a Year 1 enrollment of 85 students. There was one Reading Recovery teacher, teaching 4 students per day. This year, 9 students entered the program. Level of entry of the students were as follows: Five students entered on Level 2. Two students entered on Level 4. One student entered on Level 5. One student entered on Level 7. During the year, 6 students were discontinued from the program. Discontinued students completed their lesson series on levels between 16 and 20. The duration of the lesson series was between 16 and 20 weeks. Three students were referred from the program, two in first semester, and one in second semester. These students were referred on; Level 8 after 14 weeks, Level 4 after 8 weeks. Students from Semester One were monitored at regular intervals. End of year monitoring showed two students reading at Level 17. Ex-Reading Recovery students enrolled in years 2 and 3 were also monitored. At the end of the year, all year 2 students except one, were reading at Level 16 or above. All year 3 students except one were reading at Level 20 or above. Monitoring was carried out by the Reading Recovery teachers.

Library

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

Premier's Reading Challenge – Young Public School continues to participate in the Premier's Reading Challenge, which it has done since its inception in 2001. This year 390 students will receive certificates signed by the Premier of NSW for the successful completion of the challenge. To recognise their involvement, 90 students received special certificates for participation over 4 years.

Chess @ YPS – Many children are still playing chess

in the library during the lunch break. All years mix and play together.

Computers in the library – The 17 library computers continue to be used during library lessons to access Oliver, the library catalogue, and support library research activities. We allocated a number of computers specifically for homework and research. All students have equal access regardless of whether they do/do not have a computer at home. The computers also continue to be fully utilised by students at recreational times. Activities include computer games, emailing friends, using Moodle, completing maths activities and typing activities, looking at school photos and listening to band music.

Book Fair – The school community purchased over \$9000 of books at this year's very successful Book Fair.

Loans – Over 11000 items were loaned to staff and students in 2017.

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

Library Monitors – The Year 6 Library Monitors continue to run the front counter in the morning and lunch times, while some select Monitors have been photographing school assemblies and events. These students have a significant leadership role within our school.

Leadership

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

Environmental education & sustainability

Students at Young Public School continued to participate in environmental and sustainability programs. The school garden was accessed by many children, allowing them to experience planting, growing, harvesting, cooking and eating fresh produce. Students continued to enjoy worm farming, including caring for the worms and utilising the castings to fertilise the school vegetable gardens. The worms now compost all kitchen waste from the school canteen. All classes

utilised the compost bays for composting.

Kindergarten transition program

The Kindergarten team has continued to be mindful of the transition of both parents and their children into the next phase of their lives. Our program reflects strong community engagement and a high level of information sharing. The Assistant Principal attends the Early Intervention Support Group meetings in terms 1 and 2 to begin the sharing of student information. We open our school to our upcoming students 3 times in the second semester. Firstly, they visit our Kindergarten rooms with their preschool groups. Secondly, a Kindergarten Open Day was initiated so families are able to look through classrooms and see working classrooms. Lastly, our Early Start Program invited each enrolled student for 2018 to attend our school in mixed small groups over 3 half days to experience a snapshot of the school routine. The whole process provides executive staff, school counsellors, health professionals and Kindergarten staff with valuable information to provide early support to our new students in 2018.

Other School Achievements

- Ongoing successful implementation of the L3 literacy programme in Kindergarten resulting in regionally recognised achievement
- Ongoing implementation and commitment to Teaching Early Numeracy (TEN).
- School Chaplaincy Program for 2012–17 operated very successfully during 2017
- Supporting student wellbeing by broadening playground and participation options with games and special equipment
- Many classes have established class gardens and have been able to taste their produce
- Continuation of mindfulness programme, Smiling Mind; and positive psychology programme, BounceBack!, to improve student wellbeing
- Introduction of evidence-based learning support program MultiLit