

Young North Public School

Annual Report



2017



4131

Introduction

The Annual Report for 2018 is provided to the community of Young North PS 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.

2017 was a shift in gear and a shift in focus, as we began the quest to greater capitalise upon the school's award winning wellbeing and equity programs and move into deep learning and even greater teacher capacity building through a focus upon 'instructional leadership'. These fancy words really mean a data driven focus on ensuring teachers know exactly where students are at, that they have the very best training to help students get to their next place of learning and that teachers are judged on the impact of their teaching through the growth of their students.

As a result, Young North PS is regularly visited by school teams from across the state who wish to come and look at our programs as we share our journey and successes. Funnily enough, while we have been recognised as a school of excellence within our system for some time, it is often the local community that is the hardest audience to please. It has been somewhat of a driving personal focus for myself to build our school to be one that receives genuine positive and loyal support from the Young community. This year, I truly feel that the corner store comment, hairdresser chit chat and family BBQ dialogue would overwhelmingly see our school receiving the recognition it truly deserves by the people closest to us and whose loyalty and respect we value very much.

As I reflect upon the last seven years, I am most proud of the fact that we have built a school that at its core has unwavering principles of equity, innovation, inclusivity and aspiration for all students. We haven't shaped our school around the latest fad and have built a culture that is authentic, caring and respected. I would like to give my most sincere thanks to the most outstanding staff who make our school a happy, dynamic and compassionate place to work within every day. I also thank our students and families who each bring with them their stories, stories that we are proud to help shape each day.

Mr Kel Smerdon

Principal

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School background

School vision statement

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning:

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as

opportunities to discuss this progress. The school's value-add trend is positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school identifies growth targets for individual students, using internal progress and achievement data.

Teaching:

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading:

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Curriculum & Learning

Purpose

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

Overall summary of progress

A continued focus on enhancing impact focused teaching methodology has been further refined this year with the appointment of the school's Deputy Principal—Instructional Leader under the Early Action for Success Initiative. Improved usage of the school's learning support resources through the development of 'Interventionist' roles and enhanced targeted School Learning Support Officer direction has been underpinned by a strong focus on ensuring teachers plan hard, teach easy and reflect harder. A whole school approach to the use of Learning Intentions and Success Criteria has also ensured students are cued in to learning and understand 'where they at' and 'where they need to go to' next in their learning. This has been enhanced by the provision of effective feedback and a capacity to self reflect. As a result, the school has shown strong Literacy and Numeracy performance. A particular highlight was the school's participation in the Building Numeracy leadership program that saw our team's action research project used as a state wide model of achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3–5 and 5–7.	<p>–Learning Support Teacher allocation FTE 1.1 (\$111,731). Topped up with use of .3 PSP staffing allocation (\$30,472). Provided interventionist roles.</p> <p>– Learning and Support Flexible Funding (\$30,031). Provided School Learning Support and Intervention support.</p> <p>–EaFS funded Deputy Instructional Leader 1.0 FTE. Drove impact focused learning culture.</p> <p>–English Language Proficiency funding (\$43,222). Supported in class interventionist SLSO supports.</p> <p>–Additional teacher to staffing allocation (\$59,640). Enhanced student engagement, student feedback and explicit teaching focus for all classes due to reduced student numbers.</p> <p>–Top up of reading Recovery allocation</p>	<p>Scout Data: K– 3 Combined Literacy & Numeracy value added placed the school above state average. 3–5 and 5–7 Combined Literacy and Numeracy value add was at state level.</p> <p>2016 NAPLAN Year 3–5 Growth Data: Reading (at state level), Writing (twice state growth), Spelling (well above state growth), Grammar & Punctuation (above state growth), Numeracy (above state growth).</p> <p>2016 NAPLAN Year 5–7 Growth Data: Reading (above), Writing, Spelling, Grammar & Punctuation, Numeracy (below).</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3–5 and 5–7.	support strong Stage 1 enrolments throughout 2017.	<p>Scout Data: K– 3 Combined Literacy & Numeracy value added placed the school above state average. 3–5 and 5–7 Combined Literacy and Numeracy value add was at state level.</p> <p>2016 NAPLAN Year 3–5 Growth Data: Reading (at state level), Writing (twice state growth), Spelling (well above state growth), Grammar & Punctuation (above state growth), Numeracy (above state growth).</p> <p>2016 NAPLAN Year 5–7 Growth Data: Reading (above), Writing, Spelling, Grammar & Punctuation, Numeracy (below).</p>
2. Student representation in Top Two Band Overall Literacy and Overall Numeracy NAPLAN increases 15% on average 2014 to 2017.	As per above	<p>Year 3 % in Top 2 Bands 2014 to 2016:</p> <p>Grammar & Punct: 33.3% to 63.3%, Numeracy: 27.7% to 20%, Reading 24.5% to 43.3%, Spelling: 27.1% to 43.3% Writing: 34.0% to 56.7%.</p> <p>Year 5 in % Top 2 Bands 2014 to 2016: Grammar & Punct: 16.7% to 29.6%, Numeracy 6.9% to 14.8%, Reading: 13.3% to 25.9%, Spelling: 16.7% to 18.5%, Writing: 10% to 18.5%.</p>
<p>Overarching State:</p> <p>a. Increase the % of students in Top 2 bands by 8% 2019</p> <p>b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.</p>	All RAM Funding Sources contribute to the achievement of this outcome as outlined in individual strategic and key initiative breakdowns.	<p>a. Scout Data displays strong two year growth in combined Reading and Numeracy skill band placements from 2015–16.36% of students to 2017 26.32% of (Year 3 & Year 5 combined).</p> <p>b. Small cohort data of 3 to 4 students makes this measure not statistically reliable to report upon.</p>

Next Steps

- Appointment of the Instructional Leader K–2 has led to a strong focus on impact based teaching and learning in Literacy and Numeracy. The school looks to develop effective systems that support ongoing training and sustainable staff development to ensure this focus is robust and cultural.
- Continued participation in the Building Numeracy Leadership is being pursued with a focus for this to support continued school program refinement, but also school curriculum leadership in aspiring executive.
- The refocusing of Learning and Support Teacher and School Learning Support Officer resourcing into the 'Interventionist' model was highly successful and we look to continue to develop effective evidenced based decision making/ tracking and strong targeted interventions that support students at their point of need.
- The school also looks to strongly align teaching and learning as well as assessment and reporting to syllabus focused program delivery that transitions the school from the learning continuum model of tracking to embracing the newly developed learning progressions as a standard measure of performance.

Strategic Direction 2

Welfare & Wellbeing

Purpose

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

Overall summary of progress

Young North PS continues to be a lighthouse Positive Behaviour for Learning (PBL) school that works consistently to meet the needs of all student through proactive and innovative school programs. The school has built strong sustainable systems to support students with a comprehensive sliding scale of learning and wellbeing supports. The School's commitment to PBL has enhanced the school's culture and as a result the data has shifted from 54% of students needing interventions in Tier 2 and 3 to the school exceeding PBL benchmarks with 78% of students now represented in the green 'on track' measure. In 2017, professional learning surrounding Tier 3 Function Based Assessment was a priority with the intention of implementation in 2018. Complex intervention support was also offered through Occupational Therapy, Speech Pathology, Disability/ Support classes and targeted prosocial skills programs. A high functioning Learning Support Team provided additional support for students with complex needs that fosters a school culture of impact focused decision making and action. Our focus has continued to be on preventative, educative, functional, data based and collaborative support programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. School PBL data reflects a positive school culture with 85% of students represented in the green zone on PBL data triangle.	<ul style="list-style-type: none">–Provision of additional teacher above establishment (\$59,640)–Speech and OT program (\$58,000)–Provision of Kinder SLSO's 4 days a week to support P–K transition (\$57,470).–Top up of Release Staff member to enable Social Skills Coaching Role (\$2301)–Additional SLSO officers to support students with a disability through IFS (\$84,170).	<ul style="list-style-type: none">–2017 PBL saw 78% of students represented in the green (0–1 behaviour referrals in a year).–School suspension data has dropped significantly with under ten reported for the 2017 school year.–Student attendance data has continued to increase and exceeded the state average levels in several year groups in 2017.–The school is regularly visited as a lighthouse PBL model by schools wishing to commence their own PBL journey.
2. 100% of student and parent satisfaction survey data testifies that the school: –Is a caring and safe learning environment. – Teachers, model and promotes the PBL values of respect responsibility and empathy to all members of the school community.	<ul style="list-style-type: none">–Provision of Family Support Worker (\$15,124).–Provision of Aboriginal Community Linkage Officer (\$7951).	<ul style="list-style-type: none">–Staff survey data and focus groups demonstrate 100% commitment to the school PBL values and their consistent integration into the school's classroom and playground environment.–Parent focus group data attested to an overwhelming satisfaction with the implementation of PBL at the school and strong positive feedback was provided surrounding the efforts the school has made to improve communication of Tier 2 interventions as well as the school's proactive approach to wellbeing and learning support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>3. Student attendance data represents 94% attendance averages with 0% deviation for Indigenous students.</p> <p>Overarching State:</p> <p>a. Increase the % of students in Top 2 bands by 8% 2019</p> <p>b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30% 2019.</p>	<p>–Provision of Family Support Worker (\$15,124).</p> <p>–Provision of Aboriginal Community Linkage Officer (\$7951).</p> <p>– Resourcing also includes learning supports reported in Strategic Direction 1 as well as PBL resourcing above.</p>	<p>–Student attendance data was 92.79% and exceeded the state average of 91.19%. This was the highest rate in 6 years of recording and has shown consistent growth across this time. Kinder, Year 3 and Year 4 met or exceeded the 94% target figure.</p> <p>–Indigenous students had an attendance rate of 90.65% compared to whole school 92.79%.</p>

Next Steps

- Continued investment in whole school implementation of FAB (Functional Approach to Behaviour) is a core focus with delivery of Classroom Systems training and whole staff completion of ABC for student's behaviour. This will ensure that individual classroom teacher capacity to pinpoint and address student behaviour needs underpins the intensive school systems and supports already evidenced across the school.
- Enhanced data tracking utilising the EBS OnTrack software is also a focus with the use of pivot charts to drill down into escalating student behaviour needs and support a strong culture of evidenced based decision making in our PBL team.
- Establishment of a third Multi category Disability Support Class will also commence in 2018 and it is the school's intention to use this resource to greater support Preschool to Kinder transitions for a growing number of students with disabilities choosing to attend the school.
- Continued focus on strategic ways in which student attendance can be increased are an ongoing focus. This will include effective utilisation of the EBS roll marking and tracking functions to support parents to have a clearer understanding of the impact attendance has on their child's learning and to support effective student referral to the Learning Support team for attendance based interventions.

Strategic Direction 3

Teacher Quality & Performance

Purpose

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

Overall summary of progress

In 2017, a whole school approach to coaching & mentoring staff utilising the school's Instructional Leader K–2 and planned Executive support in Year's 3–6 was implemented, resulting in significant impact upon student outcomes, staff capacity and Executive leadership capacity. A network of school's initiative began in the area of Visible Learning with whole of network professional learning implemented along with action team training across our three town based public schools. Flowing from this was the commencement of the school's journey to develop a consistent school language and understanding of the learning dispositions that underpin an effective learner. A focus on enhancing leadership breadth and depth was a key initiative with both existing and aspiring leaders attending and also leading professional learning and teams based initiatives beyond and within the school. Similarly, the school has committed to a culture of collaborative practice and collective efficacy where staff are given opportunities to reflect and plan together for teaching and learning that has maximum impact upon student learning outcomes. The school continues to rate as Excelling in the Learning Culture domain of the School's Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have in place professional learning plans that are referenced to evidenced based personal needs and feedback provision as well as school strategic directions.	<ul style="list-style-type: none">– Provision of Deputy Principal Instructional Leader K–2 FTE 1.0 (EAfS funding).– Release of additional executive to allow for K–6 mentoring and coaching to occur FTE 0.8 (\$47,712)– Provision of additional staffing required to release teacher for mentoring and coaching (\$8272)	Achieved– the school's commitment to whole school mentoring has exceeded this goal's intention with flexible and ongoing personalised learning now built in to the school's timetables, resourcing and culture of collaborative practice.
100% of teaching staff survey data indicates that Young North PS supports continued staff development, professional reflection and improvement through: –Professional Learning –Coaching & Mentoring – Regular feedback.	<ul style="list-style-type: none">– As above– Provision of L3, Building Numeracy Leadership, High Impact Leadership and other internal and external professional learning opportunities (\$22,082 Professional Learning Funds plus RAM funded top up)	Achieved– staff feedback strongly supports. A culture of mutual investment is richly evident within the school with staff receiving ongoing learning opportunities. This has resulted in a committed school staff who work with each other and regularly share their expertise beyond the school's boundaries and with visiting school teams.
Overarching State: a. Increase the % of students in Top 2 bands by 8% 2019 b. Increase the portion of Aboriginal students in the Top 2	Contributing to resourcing for this strategic direction's impact on Premier's Priorities are noted above.	a. Scout Data displays strong two year growth in combined Reading and Numeracy skill band placements from 2015–16.36% of students to 2017 26.32% of (Year 3 & Year 5 combined). b. Small cohort data of 3 to 4 students makes this measure not statistically reliable to report upon.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
bands Literacy & Numeracy by 30% 2019.		<p>a. Scout Data displays strong two year growth in combined Reading and Numeracy skill band placements from 2015–16.36% of students to 2017 26.32% of (Year 3 & Year 5 combined).</p> <p>b. Small cohort data of 3 to 4 students makes this measure not statistically reliable to report upon.</p>

Next Steps

- A continued commitment to impact focused and personalised whole school coaching and mentoring will continue in 2018 and is embedded in the school ongoing Strategic Plan 2018–2020.
- Visible Learning and the consistent language and understanding of effective learner dispositions will be rolled out under the school's exciting Team Viz– super hero model. The intended outcome of this is to see a significant shift in student and staff awareness against baseline tracking interviews taken in mid 2017 and repeated on a six monthly basis.
- A committed approach will be taken to ensuring Visible Learning is a network of schools model and provides for a consistent K–12 language and experience for public school students in Young. Stretching from this is the strengthening of teacher collaborative practice across our network of school beyond their work upon Visible Learning alone. An intended outcome is that staff across our schools build pathways to share excellent practice and support collaborative program delivery across the curriculum.
- Young North PS also continues to look to ensure strong leadership sustainability across the school and will continue to participate in programs that develop existing and aspiring leaders across the full range of role needs required by existing and planned school needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	–RAM Funding Aboriginal Background Loading (\$37 455)	<p>1. Enhanced community partnerships and family/student engagement through the employment of an Aboriginal Community Liaison Officer (\$6775).</p> <p>2. Provided Aboriginal focused School learning and Support Officers resulting in effective Personalised Learning, Kinder transition experiences and targeted learning support for students (\$29 680).</p> <p>3. Expanded preschool linkage activities for Aboriginal families through a partnership and collaborative events planning leading to strong P–K transitions.(\$1000)</p>
English language proficiency	–RAM Funding English Language Proficiency (\$43 222)	<p>– Top up of Learning Support Teacher allocation has resulted in effective implementation of targeted ESL programs, as strengthened in class support and teacher mentoring.</p> <p>– Kinder classes have received full time SLSO allocation to support transition to school with significant impact on learning outcomes.</p> <p>– Stage 1 classes have received 4 days of learning support teacher allocation during Literacy sessions. Year 3 NAPLAN Reading data has displayed 4 successive years of trend data growth to now be above state levels.</p> <p>–Top up of reading recovery allocation has resulted in increased student allocation to this program and has supported a large Stage 1 enrolment movement to our well respected learning support programs.</p>
Low level adjustment for disability	<p>–RAM Low Level Adjustment for Disability (\$30 031)</p> <p>–Individual Student Attached Integration Funding Support (\$84 170)</p>	<p>–Continued to create effective learning support environments within the school's two support classes for students with adjustment needs.</p> <p>– Resourced the development of an effective school partnership with ASPECT for support of student with Autism.</p> <p>– Resourced and enhanced school partnership with Royal Far WEST resulting in increased access to paediatric and mental health services for our rural remote students.</p> <p>– Brokering of Occupational Therapist two days a week to support student need with a particular focus on early intervention in Early Stage 1 and for students with disability needs.</p>
Quality Teaching, Successful Students (QTSS)	0.222 Full Time Equivalent	–Growth coaching and mentoring built into additional whole staff release was provided to support effective teaching and learning as well as teacher capacity through personalised learning for all teachers.

Quality Teaching, Successful Students (QTSS)	0.222 Full Time Equivalent	<ul style="list-style-type: none"> – High quality PDP process for all staff ensured the provision of consistent executive feedback and observation. –Strong focus on existing and aspiring Executive leadership development saw multiple staff attend at level leadership development opportunities in 2018. These included both individual and team based activities.
Socio–economic background	RAM Socio Economic Loading (\$396, 954)	<ul style="list-style-type: none"> – Enhanced teacher capacity through investment in instructional leadership to leverage impact focused teaching practice. This required strong teaching resource expenditure to support this focus in 2018. –Supported whole school wellbeing best practice in the area of PBL administration, Tier 2 and Tier 3 program implementation (including mindfulness, Tier 3 training and Social Skills Coaching) and subsidising of student engagement in extra curricula activities. (including aerobics, dance, drums. guitar and dance). – Enhanced classroom learning environments through reduced class sizes and strong SLSO supports, resulting in a strong school wide student growth focus and enhanced teacher capacity to implement key professional learning models such as Visible Learning. – Provision of OT and Speech pathology to support access to learning. –Administration of Royal far West Paediatric and Mental Health Partnership. (includes Dept Education pilot funding). –Provision of Family Support Worker and Aboriginal Linkage Officer roles.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	112	131	138	124
Girls	139	139	159	129

In 2017, a new independent Islamic School commenced operations in Young thus impacting the general trend data presented here. Young North Public School's ongoing focus on teacher quality, innovative wellbeing/learning support / disability program delivery has resulted in strong community confidence and new to town enrolment interest with student enrolments continuing to grow outside of the above mentioned impact.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	91.6	90.1	95.2
1	92.2	93.7	91.8	91.4
2	92.1	93.6	94.2	93.1
3	92.7	90.9	95.5	95.6
4	90.8	92	91.3	96.1
5	93	91.2	93.3	93.1
6	91.3	92.9	92.9	93.3
All Years	92.4	92.3	92.8	93.9
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

Management of non-attendance

Student attendance data has shown steady growth reaching state average results for the first time in many years. 2017 data for Kinder, Year 3, Year 4 and Year 6 exceeded state average for these

respective cohorts. Non attendance is managed within departmental guidelines and is also proactively worked upon and supported through our school's Positive Behaviour for Learning and wellbeing focus. This has included attendance 'Booster Focus Groups' to support learners to attend more regularly, regular and consistent use of data to inform interventions and track students as well as the use of two school to home linkage officers. The school has developed an attendance flow chart that is used to consistently support student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.51
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.49
Other Positions	0

*Full Time Equivalent

Young North Public School has an ongoing commitment to the recruitment, development and retention of high quality teaching and support staff. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Young North PS is proud to include indigenous and non indigenous staff with all staff committed to the implementation policies and strategies that support high expectations and strong outcomes for Aboriginal and Torres Strait Islander people..

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	20

Professional learning and teacher accreditation

All staff commit to the school's strategic, evidence based and impact focused professional learning. This includes a range of personal, stage and whole school focus areas. All staff have actively engaged with the Department of Education's Performance and Development Plan (PDP) process as well as the school's strong mentoring and coaching model. beginning teachers are supported with strong induction and support programs with a number of staff early career teachers attaining their accreditation at Proficient level in 2016.

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	286,539
Global funds	151,422
Tied funds	332,418
School & community sources	37,620
Interest	2,464
Trust receipts	33,560
Canteen	0
Total Receipts	557,485
Payments	
Teaching & learning	
Key Learning Areas	10,745
Excursions	7,061
Extracurricular dissections	55,212
Library	2,546
Training & Development	725
Tied Funds Payments	275,819
Short Term Relief	12,481
Administration & Office	47,156
Canteen Payments	0
Utilities	15,458
Maintenance	10,465
Trust Payments	36,711
Capital Programs	21,551
Total Payments	495,930
Balance carried forward	348,094

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	931,734
Appropriation	855,877
Sale of Goods and Services	3,091
Grants and Contributions	72,168
Gain and Loss	0
Other Revenue	0
Investment Income	599
Expenses	-638,100
Recurrent Expenses	-638,100
Employee Related	-421,942
Operating Expenses	-216,159
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	293,634
Balance Carried Forward	293,634

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.

–Overall responsibility for school finance is that of the school's Principal. This is done with the support of the school's administrative manager and their team. The school's P&C is consulted with regarding school budgeting, expenditure and planning.

–Projected 2018 RAM funding will be reduced due to school demographic changes and thus a larger than normal amount of funds have been carried forward in a range of areas to maintain continuity of program delivery in 2018.

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	1,872,220
Base Per Capita	46,309
Base Location	7,464
Other Base	1,818,447
Equity Total	619,393
Equity Aboriginal	37,455
Equity Socio economic	396,954
Equity Language	43,222
Equity Disability	141,762
Targeted Total	390,395
Other Total	232,141
Grand Total	3,114,149

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

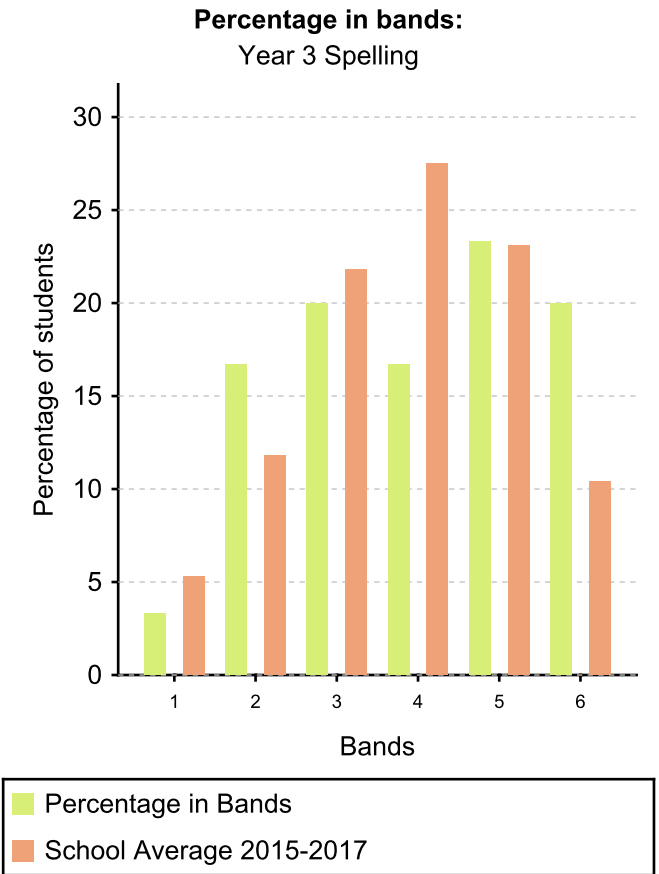
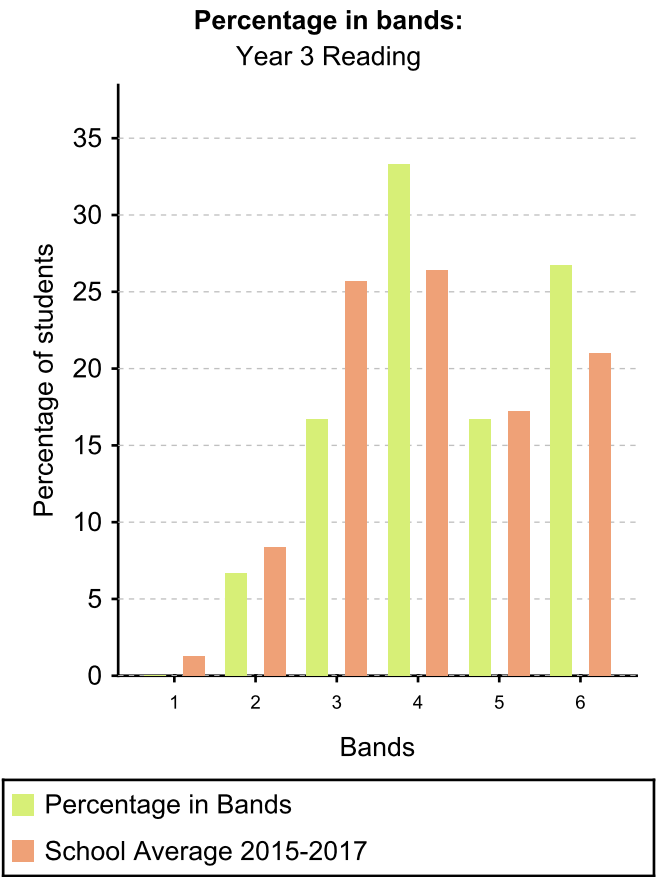
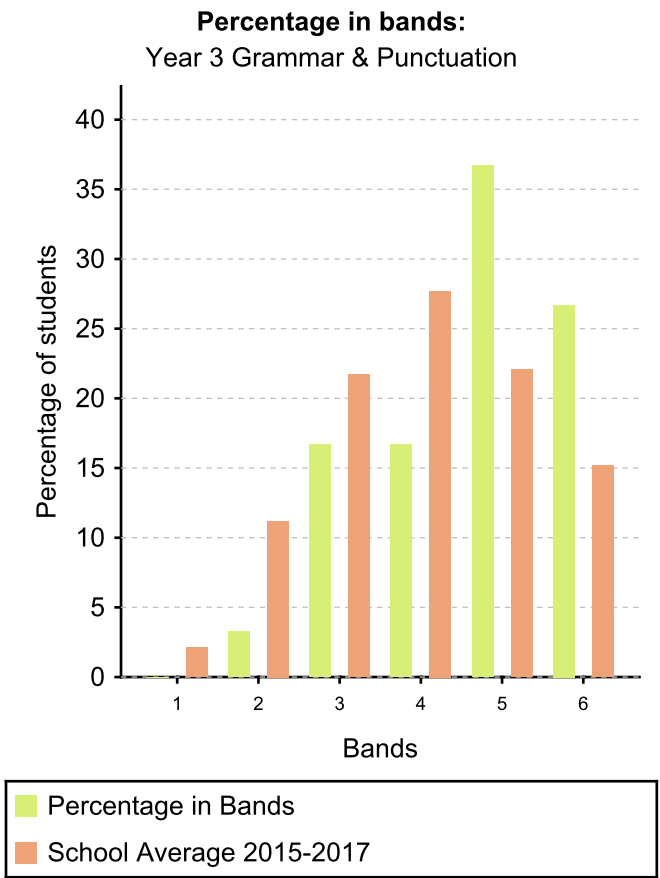
NAPLAN

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.

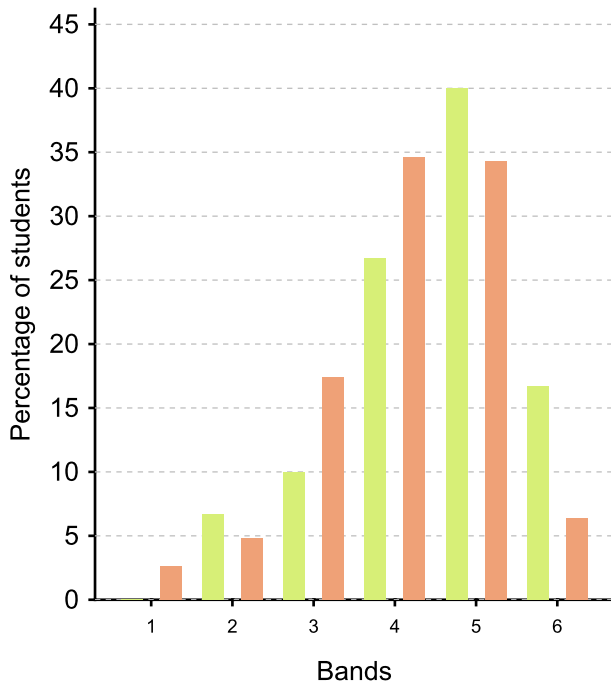
Trend Data: Year 3 trend data demonstrates positive multiple years trends in all measures. Year 3 Writing and Reading trends exceeded NSW average results. This sustained improvement across all domains is a set of data that the school is very proud of. Year 5 Reading and Spelling data shows a two year positive trend. Writing results demonstrated a significant shift placing the school above NSW DoE results and just below State average.

Growth Data: Year 3 to 5 growth data was at or exceeded state level growth in all domains. Year 5 students had more than double the State's average growth in Writing and were significantly above the state average growth in Grammar & Punctuation.

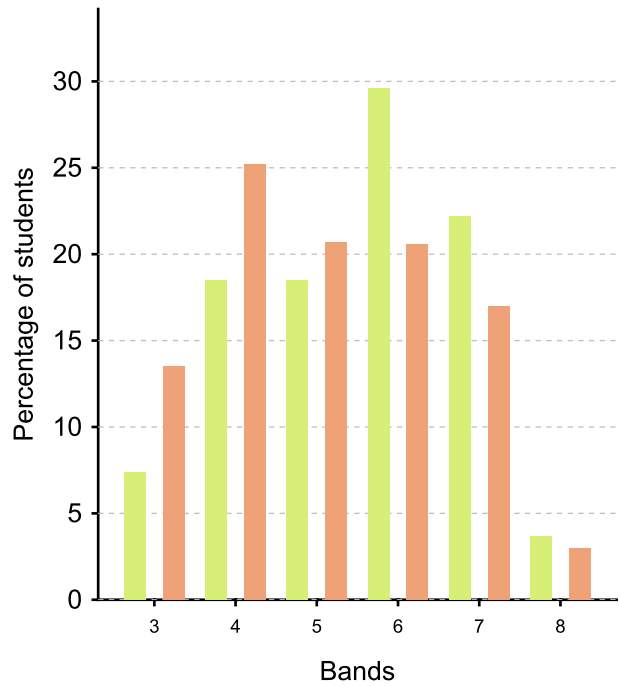
Skill Band Placement: Student skill band placement compared to previous years' averages is represented in the graphs below.



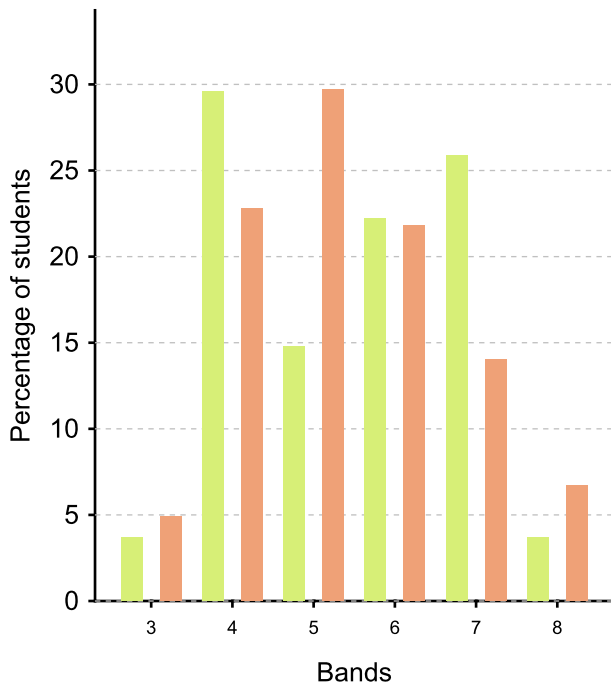
Percentage in bands:
Year 3 Writing



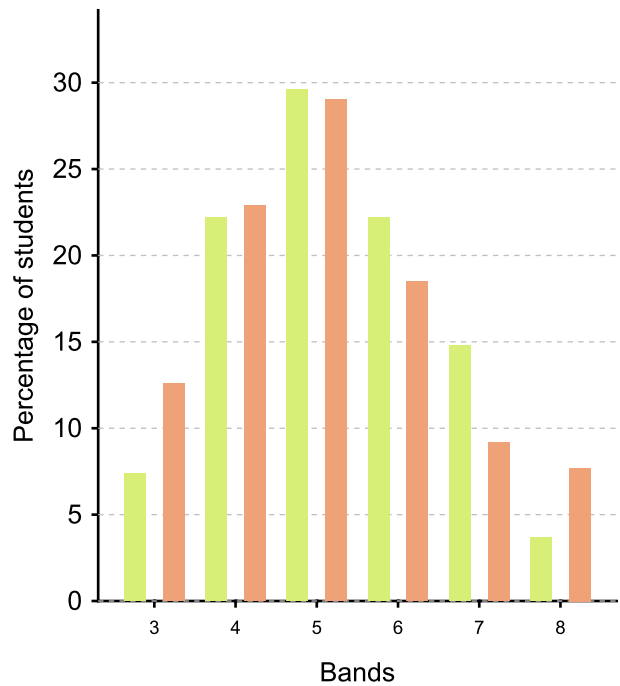
Percentage in bands:
Year 5 Reading



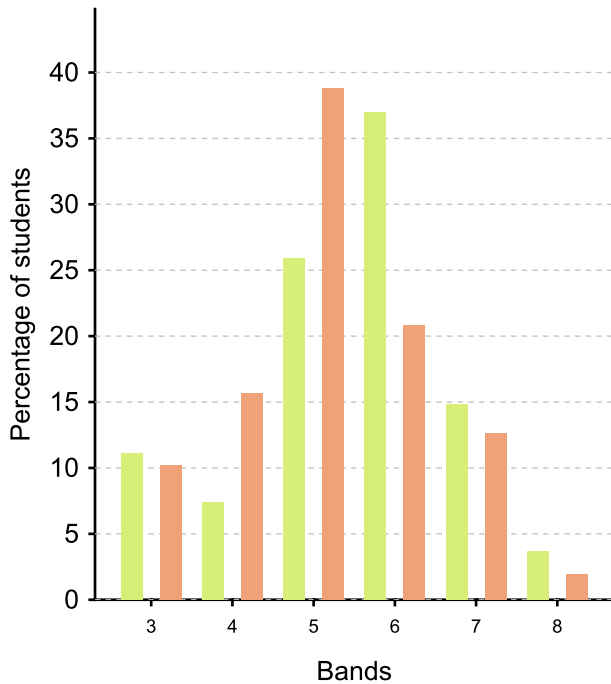
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



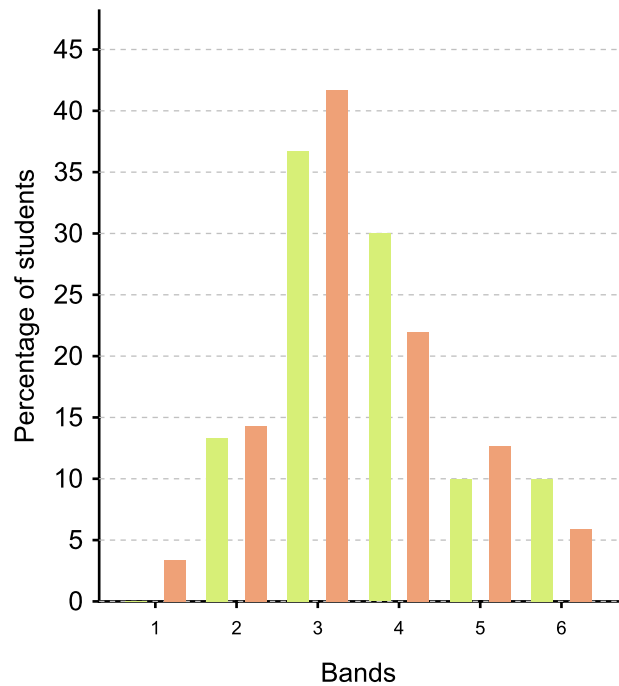
Percentage in Bands
School Average 2015-2017

Trend Data: Year 3 Numeracy trend data has shown a strong two year positive trend shifting from 55 points lower than state in 2015 to just a 19 point differentiation in 2017. Year 5 Trend data displayed a slight decline but should be considered with growth data that demonstrated above state average growth for the Year 5 cohort.

Growth Data: Year 3 to 5 Numeracy growth data (104.6) places the school above state average growth (96.8). Consistent positive growth was evident for all students regardless of ability/Term 3 starting point.

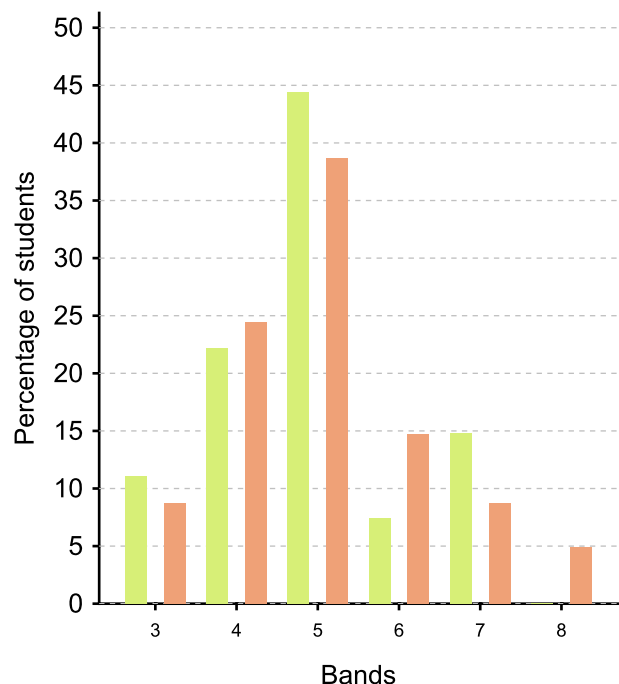
Skills Band Placement: Student skill band placement compared to previous years averages is represented in the graphs below.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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

a. Increase the % of students in Top 2 bands by 8% 2019

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

Parent/caregiver, student, teacher satisfaction

In 2017 Young North Public chose to conduct a formal review of the school's Learning Support Team systems and structures as part of a midpoint review following significant school focus and improvement in this domain over recent years.

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

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

Methodology –The team conducted the learning support team school self-evaluation process commencing 1 March 2017 through to 2 July 2016. Final self-evaluation reporting was completed by 12 September 2017. This self-evaluation process involved: 1. Conducting a document analysis of policies and school procedures in relation to the learning teams and learning support team structures and examining OASIS data. 2. Conducting an observation of learning teams and learning support team practices in the school. 3. Conducting interviews with staff, parents/carers and students about learning teams and learning support team. 4. Preparing a concise report of the self-evaluation with findings, recommendations and strategies.

Process Findings

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

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

–Many students identified support services available at Young North PS. The results seemed to be dependent on the services that the students had accessed in both learning and behaviour support programs. Students

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

•Teacher –100% of the teaching staff were involved in an individual brainstorming session as a whole school staff meeting to outline what they knew the LaST were responsible for within the school context. A mind map was collated from this session.–Results showed that the responsibility for meeting the needs of students with disabilities or additional needs is predominately the classroom teacher with high levels of support from the LaST, Executive, SLSOs and parents. Other support from the School Counsellor, former educational providers and outside agencies provided a balanced approach to educating the "whole child". Staff identified that communication pathways needed more clarity along with clear referral processes.

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

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

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

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

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

•**Parent– 35% of the parents completed a survey**

that was sent home with the school newsletter. The surveys came from a cross section of parents. They were not targeted.

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

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

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

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

Where to Next

– Findings from this consultation have been developed into a comprehensive action plan for implementation in 2017–2018. Resourcing of an Assistant Principal Learning Support & Wellbeing has been allocated as a medium term measure to facilitate the embedding of these findings into our current high quality systems to ensure that sustainable, transparent and effective Learning Support occurs.

Policy requirements

Aboriginal education

Young North P.S. continues to provide programs designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of indigenous cultural dimensions across the Key Learning Areas. Our school has worked closely with the Young AECG to develop strong community partnerships resulting in the construction of our community's MGoals website. Aboriginal students in our school number approximately 13% of our student population. All students are made aware of the importance and value of Aboriginal traditions and culture as our school works closely with our local AECG and broader aboriginal community. In 2017, the school utilised RAM funding to once again employ Aboriginal Linkage Officer who has supported the school to enhance community connectedness and engagement levels of students. In 2017 two staff attended a regional network event that saw our school systems and process reflected upon and a move forward plan developed. In 2018 our school looks forward to creating a new Aboriginal Education Coordinator role that will review and enhance school approaches as well as be part of a local network of educators team who will align and sit underneath the Young AECG.

Multicultural and anti-racism education

Multicultural Education

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

- We provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

- We ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.

- We provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

- We deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.

- We promote positive community relations through effective communication with parents and community

members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for active engagement in school life.

Anti Racism

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

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

- Our school has two trained Anti-Racism Contact Officers and provides timely and professional responses to complaints regarding racism.