

Young High School Annual Report



2017



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Introduction

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

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

Keith Duran

Principal

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Message from the Principal

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

In 2017 we continued to see notable transformation across the school and student numbers continued to grow. Once again we saw significant change in staffing and our staff, new and old, continued to work with our students, parents and the wider community ensuring ongoing engagement and success within our student body across a diverse range of activities, events and achievements.

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

- Empowered Innovative Learners
- Inspired Global Citizens
- Engaged and Connected Communities

Our school focused on our long term directions and school vision. This is best described through the 5 key elements which include:

- The sustained development of teacher excellence that provides each and every student with the very best learning opportunities and the very best well-rounded holistic education.
- The strategic acquisition of resources, including appropriate digital technologies to support 21st century learning.
- The embedding of outstanding, structured and proactive wellbeing programs that support our students, their families, our staff and the wider community of Young.
- The implementation of comprehensive, future focused curriculum structures that support student engagement and achievement in meaningful learning programs of maximum benefit to today's learner.
- The development of strong educational networks within our community and beyond. These include the development of a K – 12 network with public schools in Young and surrounding areas, and the development of strong secondary KLA networks across the Southern Tablelands Principals Network.

In line with the school plan, the identified strategic directions and the desired outcomes of these strategic directions as published on our school website, our school has continued to strengthen teaching and learning programs, and continued placing a strong focus on developing and implementing the principles of evidence-based teaching strategies such as ALARM and Visible Learning into our teaching practice to maximise student success. In 2017 we placed significant focus on student wellbeing programs and structures to support this. One outcome of this focus was the continued development of proactive and specialised support for students.

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

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

In 2017 we focused on “Doing Things Differently”. Using student, parent and staff feedback through the Tell Them From Me Surveys, we redesigned our wellbeing and discipline structures. The outcome was the introduction of our house system that brought back a focus on school house culture and allowed a more strategic and streamlined approach to support student wellbeing and behaviours. This system also supported the development of stronger house spirit and school cohesion and provided a better platform for the celebration of successes across the school.

Young High School continues to be a leader in Aboriginal Education. In 2017 our proactive Aboriginal Education Team continued to implement effective programs across the school that supported our Aboriginal students to aspire and achieve. We continued our strong mentoring partnership with AIME and the University of Canberra. This program has supported our Aboriginal students to connect with university mentors and supports student aspiration to tertiary study. Our embedding of Wiradjuri as our LOTE has had great success and the school has been recognised across the state for this visionary initiative. The focus on Aboriginal Education continues to support increased connections between the school and our Aboriginal community and I am proud to say our Aboriginal student population continues to grow.

Please, examine this annual report and feel free to discuss its contents with me as we move forward into 2018 making Young High School the school of choice for the Young community.

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

Message from the school community

It has been another consistently strong year for our P&C. Our committee has worked as a united group to support Young High School's staff and students. The collaborative and flexible nature of the members has enabled requests from the school to be responded to quickly and efficiently.

Our fundraising initiatives are showing a consistently strong response and we are maintaining similar fundraising amounts each year. The generous donations of the committee to the Hot Potato Band evening, Garage Sale Trail and yearly raffle enables the best profit possible.

The committee's strengths this year have been the proactive and cooperative nature in which we conduct each meeting, the consistent attendance at monthly meetings and strong relationship with the school executive. The prompt nominations to be a panel member for numerous panel positions is a blessing to both myself and Keith.

We welcomed many new faces to our committee with the same desire to support YHS, as the school strives to be the best it can be. This is also a time to say thank you to members that have gone above and beyond their volunteer role and tirelessly served the P&C. These members have given many years of service and will leave, hopefully knowing, that their work was appreciated and valuable.

As we move into a year of large projects, new initiatives and a new school plan, our role as a consultative group will be very important. I have every confidence that we will fulfil our role as diligently as we have in the past years.

We must remember that we do not have to do things the way they have always been done. I urge committee members to continue to present new ideas at our meetings. We are all busy people but we always manage to get the job done.

I also want to take this opportunity to congratulate the executive and staff of YHS for their success in the welfare and house programs that are showing success. The 'blue sky' thinkers are being given the opportunity to make a difference.

As with any committee, the Secretary has the largest job. Thank you Tania for your continued hard work and efficiency in communicating all correspondence within the committee and your knowledge of all processes. Thank you also to Sharon Staff who has not only been a proactive member but has the occupational hazard of being our 'man on the ground' when it comes to organising supplies and coordinating resources for school events. This enormous job that you quietly do is very much appreciated by the committee. Thank you to Mary Dodd for her years as member and treasurer. Your knowledge of processes and legalities that enable our committee to run correctly is both impressive and valuable. We appreciate your consistent representation in a position that no one ever wants.

Mrs. Amanda Butt

Message from the students

The Year 12, 2017 student body began their study in Term 4 of 2016. Of the 90 students who commenced high school in Year 7, 38 completed their HSC exams in October 2017. These students left school to begin the next chapter of their lives in a variety of different trades and universities. These range from apprenticeships in baking and automotive technician, to tertiary studies in photography and medical subjects such as nursing and radiography.

The traditional activities such as fundraising and participating in events such as the Cherry Festival parade, Anzac Day and the Lions Debutante Ball were maintained. We raised money which went towards Hilltops Suicide Prevention through Melbourne Cup Day, Valentine's Day, cake stalls and a careers day.

Throughout our time at Young High School we have participated in many excursions. Some of which include Leadership Conference in Canberra, trips to a variety of Universities, TAFE introduction days and many educational excursions such as the Mount Kosciuszko trip for Geography, Wagga Biology research centre and the Chemistry trip to Charles Sturt University. These activities have not only helped our education but provided us with many experiences we will never forget.

We'd like to take this time to thank all our teachers and parents for their ongoing support throughout our high school education, especially those who went over and above their obligations to take extra time before and after school to help us achieve our goals. The lessons we have learnt and the experiences we've had throughout our time at Young High School have enabled us to work comfortably towards whatever our futures may bring. We'd like to wish everyone the best in their future endeavours and welcome all the new students to Young High School.

Tessa Long

2017 School Captain

School background

School vision statement

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

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

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

School context

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

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

We have a strong focus on academic achievement and work on an aspirational thinking philosophy. The school has a well embedded MindMatters program and was recognised in 2013 with a national MindMatters award. The school has an increasing culturally diverse enrolment, including 15% Aboriginal students and an increasing Muslim student enrolment which is currently 8%. In addition, we have a support unit consisting of 3 support classes: moderate intellectual disability (IO/IS) and two multicategorical (MC). The school works closely with the local community and is represented on numerous youth related committees. The school receives significant equity funding which supports existing programs and the introduction of new programs and initiatives to boost student learning and wellbeing outcomes.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Throughout 2017 the executive staff of Young High School engaged in further developing their knowledge of the School Excellence Framework and the updated School Excellence Framework 2.0 as released in July 2017. They used this as a tool to facilitate professional discussion and reflection on school practice. The School Excellence Framework was aligned with the School Plan and supported our school community to implement programs and practices to meet our need within the areas of learning, teaching and leading. A rigorous and collaborative process distributing leadership and responsibility across all executive members has allowed us to gather evidence to support our agreed position for each element within the framework. In depth analysis of the school plan has also allowed us to clearly identify aspects of the School Excellence Framework that Young High School is clearly addressing.

The School Excellence Framework identifies three levels of delivery across the three domains of Learning, Teaching and

Leading. These levels of delivery are:

- Delivering
- Sustaining and Growing
- Excelling

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

In the *Domain of Learning* in 2017 Young High School continued to focus on the *Learning Culture, Wellbeing, Curriculum and Assessment*. A strong focus on working to embed the key concepts of the School Plan meant we continued to focus on quality teaching and learning principles. The staff worked to implement explicit quality teaching practices that are evidence based and support students in the learning process. This approach to teaching and learning was scaffolded by frameworks such as ALARM, Visible Learning and the Quality Teaching Framework. This has assisted the school to continue moving forward, supporting all students to access more of the curriculum and engage in the learning process. A focus has also been placed on implementing differentiation of curriculum to better allow students to access the curriculum delivered across the school. Students have been well supported through the Learning Support Team and we continue to use RAM funding to ensure our Learning Support Team is staffed appropriately to meet the need of our school community. Wellbeing continues to be a strong focus at Young High School and our commitment to embed proactive wellbeing programs, combined with our commitment to be innovative in providing support interventions has seen an increase in positive behaviours across the school during 2017. This is evidenced by a reduction in the number of student discipline referrals and a shift in the type of student referral. We continue to work with our culturally diverse community and our outstanding Aboriginal education programs are providing promotion and support to our Aboriginal community. During 2017 Young High School placed focus on student assessment to support learning. The outcome of this work saw a shift in methods of assessment and scaffolds for assessment, and these changes provided students with more opportunity to succeed.

In the *Domain of Teaching*, in 2017 Young High School focused on *Effective Classroom Practice, Data Skills and use, and Learning and Development*. Teachers have focused on refining, reviewing and developing new teaching and learning programs to support adjustment of current programs and the introduction of new courses. Staff continue to engage in developing programs that align with school priorities to support inclusive and differentiated teaching practices which allow all students to engage in meaningful and accessible learning experiences. Effective whole school classroom management practices were developed and adopted and these supported staff to implement appropriate classroom management techniques that supported student behaviours and allowed a focus on student learning to be adopted. Through executive support and professional learning activities, the school continued to build its use of data to drive a strategic and informed approach to the development of teaching and learning programs. Throughout 2017 staff have engaged in collaborative practice across a variety of school priorities and this has supported them to engage in reflective practice allowing for professional growth and the development of school programs and practices. Ongoing provision of targeted professional learning has allowed our staff to effectively implement school priorities and quality teaching practices. Strong and clear support structures have assisted teachers new to the profession, supporting them to engage in reflective practice and adopt best practice to support students.

In the *Domain of Leading* in 2017 Young High School has focused on *Educational Leadership, School Planning, Implementation, and Reporting*, as well as *School Resources, and Management Practice and Processes*. Young High School continues to adopt a distributed leadership model and provide opportunities for aspirational staff to build skills in areas of interest. During 2017 staff have supported each other to develop classroom practice through collaboration in the classroom, and reflective practice that has provided opportunity for feedback and growth. Professional learning activities have supported staff to identify areas of need and provided opportunity for staff to undertake professional learning which has improved performance. The executive team have worked across all sectors of our school community to clearly articulate school priorities and have worked with staff to develop consistent processes and practices that are effectively implemented across the school. The school leadership team have continued to focus on the strategic acquisition of resources that complement the expertise of school staff and provide a breadth of opportunity to students in an environment where the latest meaningful technologies are integrated into the teaching and learning process. Finally in 2017, the leadership team of the school were responsive to the needs of the school community as outlined in feedback obtained through various surveys. This information has informed the direction for 2018 and the future development of programs, processes and professional learning structures that will support students, staff and the wider school community.

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

Empowered Innovative Learners

Purpose

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

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

Overall summary of progress

During 2017 Young High School continued to focus on strengthening the quality of teaching and learning by implementing evidence-based programs across the school.

We continued implementing programs, practices and school structures that supported us to achieve our aims as outlined in the school plan.

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

In Strategic Direction 1 we focused on further developing ALARM processes within the school. This included ensuring ALARM was used across the senior years and introduced to students in Year 10. This was supported in 2017 by professional learning to develop staff skills in Visible Learning and we worked with our partner schools to develop a community of schools understanding of Visible Learning. Some preliminary structures to implement Visible Learning within our schools were developed and data was gathered from our school community to inform a starting position for each school.

Staff and executive developed skills in data analysis through professional learning in our secondary networks and our own professional learning activities. This supported staff to develop skills in the strategic and data informed adjustment and personalisation of teaching and learning programs to meet the individual needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement demonstrated by a decrease in behaviour referrals by at least 20% and an increase in attendance patterns across all Year groups by at least 5%.	\$95 583	<p>In 2017 several key indicators identified an increase in student engagement. When compared to the 2015 data gathered in the first year of the school plan we can state that recorded negative student behaviours decreased by 19%. We had an increase in positive incidents of 11.7% and an increase in positive behaviours recognised through our merit system by 7.6%.</p> <p>Student feedback in the Tell Them From Me Survey indicated student intellectual engagement in line with or slightly below the state average. Classroom engagement is above state average with students identifying positive student – teacher relationships, quality instruction, a positive learning climate and expectations for success as factors positively contributing to their engagement.</p> <p>In 2017 our overall student attendance was 85.8% which was identical to last year and 2.9% below our first year of this school planning cycle. We saw improved attendance in Year 7 and 11 but static or slightly lower attendance in the other year groups.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased student performance in external exams including HSC and NAPLAN, with stronger performance in the top 3 bands of achievement by at least 5% by 2017.</p>	<p>\$69 249</p>	<p>Student performance in the 2017 HSC was below that of previous Years. 2015 and 2016 HSC results demonstrated sustained improvement however the 2017 result of a smaller cohort indicate students did not perform as well when compared to previous cohort performances. Young High School will continue to focus on school programs, processes and structures to improve this and we will continue to place a focus on quality classroom practice to support student success. It should be noted that our value added performance for students has shown continued growth since 2014.</p> <p>Student performance in NAPLAN was very pleasing and our Year 9 students demonstrated strong growth when compared to previous years. Our students performed very well with increase in the top bands for both literacy and numeracy supporting the direction of the Premiers Priorities.</p> <p>A more detailed analysis of NAPLAN and HSC results is presented later in this report.</p>

Next Steps

In 2018 we move to a new school plan. In this school plan we will continue with our work in the area of teaching and learning and focus on developing engaged and productive learners. We will focus on evidence-based practices which include

- ALARM
- Visible Learning
- Quality Teaching Framework

Our work over the next three years will commit to embed these programs effectively into teaching and learning structures. This will allow us to focus on explicit teaching and learning and support student achievement. This will complement the Premier's Priorities and student performance in NAPLAN.

Strategic Direction 2

Inspired Global Citizens

Purpose

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

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

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

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in school and community events supporting inclusion.	\$21 198	<p>In 2017 we continued to expand our proactive presentations and programs that provided the opportunity for school community engagement. We expanded from 9 events in 2015 to 14 major events in 2016 and in 2017 we held 18 major events. These included:</p> <p>Bangarra dance workshop, GRIP leadership conference, Royal Far West Support event, YHS Open Day, MADD night, National Day of Action Against Bullying, AIME events, Headspace presentations, Cherry Chase, R U OK day, Cyber bullying workshops, Champions program, RAISE mentoring program, Cherry Jam, Multicultural day, brainstorm production, NAIDOC celebration, HOT Potato with Young Regional School of Music, Careers Expo with Young Rotary and Andrew Fuller and the resilient mind.</p> <p>In addition to the whole school community events Young High School implemented a large number of specific programs that provided targeted intervention and support for students to support engagement and attendance.</p>
Increased cross KLA thematic approach to teaching and learning	\$0	<p>Young High continued to explore thematic learning in 2017.</p> <p>Cross faculty collaboration existed in developing some units of work across all KLAs in Stage 5 in preparation for implementation in the flexible learning centre. We explored STEM in some areas.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student understanding of global context and connections as demonstrated through assessment processes	\$23 010	<p>Through explicit teaching, use of ICT infrastructure and modern teaching strategies staff at YHS provided students with the opportunity to make real world connections to their learning.</p> <p>This was supported by quality programing that addressed current and emerging issues relevant to our local community, our country and the world.</p> <p>Our assessment structures were adjusted in 2017 to provide more versatile assessment strategies that provide students with more opportunity to succeed in different ways. We introduced stronger scaffolding in Stage 4.</p>
Increased meaningful and diverse implementation of ICT in classroom practice	\$146 742	<p>Young High School continued to expand its technology infrastructure during 2017. This included the acquisition of 3 sets of mobile computer labs that provided more accessibility to computers across the school.</p> <p>We acquired software programs to support teaching and learning across KLA's in the school as well as the learning support team. One major investment was ATOMI an online tutorial program which supported all senior students with all subjects they were studying</p> <p>We acquired faculty specific technology including data loggers in Science, a digitally programmable embroidery machine for Textiles, we acquired two drones one each for Technology and Agriculture and a drum sander for Industrial Arts.</p>
Increase in positive behaviours and a decrease in negative behaviours across the school.	\$23 608	<p>In 2017 several key indicators identified an increase in student positive behaviours.</p> <p>We implemented several targeted programs to support student engagement, attendance and positive behaviour.</p> <p>When compared to the 2015 data gathered in the first year of the school plan we can state that recorded negative student behaviours decreased by 19%. We had an increase in positive incidents of 11.7% and an increase in positive behaviours recognised through our merit system by 7.6%.</p>

Next Steps

In 2018 we move to a new school plan. In this school plan in Strategic Direction 2 we will focus on developing innovative and supportive wellbeing programs.

We will place a strong focus on supporting student and staff wellbeing. This will be done by developing, refining and implementing proactive wellbeing programs that promote positive wellbeing.

We will be innovative in our approach to strategic interventions and support structures that provide targeted support to individual students and their families. We will develop a cross sector model that provides opportunity for collaboration between education and other sectors that result in improved wellbeing outcomes for students.

Strategic Direction 3

Engaged and Connected Community

Purpose

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

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

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

Overall summary of progress

During 2017 Young High School focused on working with our educational networks in a K – 12 and secondary setting. We continued to work at connecting to our diverse parent and community groups and we worked to develop stronger programs and connections to wellbeing agencies and NGOs to support student and family wellbeing. We worked with universities and our local business sector to build partnerships that support our students to successfully achieve their desired post school destination.

We continued implementing programs, practices and school structures that supported us to achieve our milestones and aims as outlined in the school plan.

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

We engaged with our parent body, including our Aboriginal and Muslim communities, to support the needs of all students, and adopt programs and practices that support our culturally diverse community. We developed a stronger multicultural presence, by implementing programs, events and structures to support students from all backgrounds and we joined the Young Multicultural Association.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
IMPROVEMENT MEASURE/S Increased cohesion, connection, collaboration and consistency across the K – 12 continuum demonstrated by an increase in the implementation of effective programs. Reflected in increased student enrolments.	\$63 849	<p>During 2017 Young High School worked with our partner schools in the HOOPS network to build teacher skills and develop preliminary frameworks to support Visible Learning. This included a joint Staff Development Day on Visible Learning presented by CORWIN.</p> <p>We continued to further develop and refine our transition program to include information transfer to support curriculum needs and school structures. This more strongly supported students to smoothly transition to Young High School.</p> <p>Young High School continued to be a leader in our Secondary KLA networks across the Southern Tablelands Principal Network. We had several executive members lead their KLA networks across the region including a combined staff development day which focused on strategic use of data and the literacy and numeracy continuum. We expanded the simulated common HSC marking to support the establishment of common frameworks and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>IMPROVEMENT MEASURE/S</p> <p>Increased cohesion, connection, collaboration and consistency across the K – 12 continuum demonstrated by an increase in the implementation of effective programs. Reflected in increased student enrolments.</p>		<p>collective understanding of standards in some subjects for the Trial HSC.</p> <p>Community recognition of our great work is supported by an increase in student enrolments. Our student population has grown by 3.6% during 2017. Indicating our work over the last 12 months has had a positive effect.</p>
<p>Demonstrated increase in parent involvement in school activities and an increase in the number of culturally diverse programs and activities run at Young High School.</p>	<p>\$69 065</p>	<p>In 2017 Young High School worked to further engage our parent body. We introduced the Principal's morning tea which regularly saw parents and agencies from within our community attend the school to keep up to date with activities from within the school all while having a bite to eat.</p> <p>We worked to increase our multicultural programs and activities and this saw us introduce prayer opportunities for our students of Islamic faith. We also introduced stronger NAIDOC celebrations and for the first time we held our own multicultural celebration.</p> <p>Parent engagement continues to be positive at Young High School and parent feedback from the 2017 Tell Them From Me Survey confirms parents feel welcomed at the school and informed about school activities.</p> <p>We established stronger, more centralised and more refined parent information sessions that were delivered throughout the year. This included transition information sessions, subject selection sessions and wellbeing sessions from agencies such as Headspace and Andrew Fuller presenting the Resilient Mindset.</p>
<p>Increased engagement in transition to work programs and increased successful post school destinations as identified by student data.</p>	<p>\$44 180</p>	<p>In 2017 Young High School placed a strong focus on effective implementation of curriculum structures and learning pathways that supported student needs. Careers counselling combined with rigorous subject selection processes allowed us to more effectively support students with study pathways that aligned with their post school destination.</p> <p>We strengthened our connection to the local business sector and students were engaged in the School to Work program and a comprehensive and more flexible work experience program. Our strong commitment to VET pathways allowed our VET teachers to continue to develop strong industry links that supported student work placement and in some circumstances provided students employment success, gaining post school employment. We introduced individualised pathways for some Stage 5 students which saw them commence VET and TVET pathways in Year 10.</p> <p>We introduced Stage 5 Careers lessons and we initiated a K – 12 project that takes a thematic approach to careers delivery.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement in transition to work programs and increased successful post school destinations as identified by student data.		<p>Young High School continued to expand our professional links with universities allowing students greater access to enrichment and extension activities that supported aspirational thinking and increased access to tertiary options.</p> <p>At this point in time our post school destination data is in line with previous years with students moving to a variety of post school destinations which include, work, TAFE and University.</p>

Next Steps

In 2018 we move to a new school plan. In this school plan in Strategic Direction 3 we will focus on developing a positive, cohesive and aspirational school culture.

We will work with students, staff and the broader school community to focus on participation, support and inclusive school practices that promote an agreed vision and school direction.

We will develop a shared understanding of responsibility in order to create a supportive environment that is evident in all aspects of school life.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$58 921	<p>Our 2017 funding allowed us to implement the following key structures:</p> <ul style="list-style-type: none"> • Aboriginal in-class tutor • Aboriginal SLSO • Aboriginal senior student tutor • Aboriginal junior student tutor for literacy and numeracy • Introduction of Aboriginal programs and presentations <p>Strong progress was made towards embedding and expanding our Aboriginal education programs at Young High School in 2017. This was facilitated and supported by a keen and proactive Aboriginal Education team.</p> <p>We employed multiple staff as listed above to expand and embed our Aboriginal programs. In addition this team provided additional academic support for students and they worked with families to develop meaningful, aspirational and achievable Personalised Learning Plans.</p> <p>Our Aboriginal Education Team supported our Year 12 students to successfully complete their HSC and gain entry into university. 80% of our Aboriginal students were successful in gaining entry to university and they undertook study in a variety of courses across the medical, business and teaching sectors. Further they support our junior students with literacy and numeracy and the success of this program was evidenced in strong Aboriginal student performance in NAPLAN.</p> <p>We continued to expand our relationships with several universities where our Aboriginal students explored tertiary course options and engaged in university programs aimed at supporting them at school.</p>
English language proficiency	\$32 517	<p>Our 2017 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> • Resources to support student learning. • Implementation of programs in Learning Support • Teacher professional learning • Employment of staff in the Learning Support Team to support students with ESL needs <p>In 2017 appropriate resources were sourced and acquired to support student learning, engagement and understanding, in English literacy.</p> <p>We implemented programs through the Learning Support Team that allowed identified students to increase their skills and understanding of the English language.</p>
Low level adjustment for disability	\$57 500	<p>Our 2017 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> • Employment of additional staff for the Learning Support Team

<p>Low level adjustment for disability</p>	<p>\$57 500</p>	<ul style="list-style-type: none"> • Employment of additional School Learning Support Officers <p>In 2017 171 ESES referrals were made to gain support for students with additional learning needs.</p> <p>All students referred to the Learning Support Team were reviewed through team meetings and targeted interventions put in place.</p> <p>The School Learning Support Officers were engaged in working with these students, and a variety of interventions were put in place which included additional classroom support, development of IEPs, differentiation of curriculum and engagement in specific literacy and numeracy programs to support individual and group success.</p>
<p>Socio-economic background</p>	<p>\$496 956</p>	<p>Our 2017 funding allowed us to implement the following key structures:</p> <ul style="list-style-type: none"> • Employ additional school staffing to improve opportunities and outcomes for students in line with school priorities and needs • Expand our school wellbeing case management model • Provide student/family financial assistance • Purchase digital learning programs to support literacy and numeracy • Provide additional teacher professional learning • Support casual salaries associated with professional learning and school priorities to support student program development and implementation • Support wellbeing programs such as the breakfast program • Purchase of laptops • Purchase of iPads • Establishment of the Flexible Learning Centre • Improved student school facilities • Refurbishment of Year 7 rooms on F floor • Provide additional literacy and numeracy programs • Support the acquisition of teaching and learning resources across KLAs • Subsidise curriculum based excursions. • Acquisition of ATOMI for senior students • Student assessment booklets • School marketing/promotion • Support development of additional modern learning spaces • Support implementation of ALARM • Support development of Visible Learning structures • Support acquisition of STEM resources <p>In 2017 we used our significant socio – economic funding to ensure the very best opportunities for our students.</p> <p>A focus was placed on aligning our spending with the three strategic directions of the school plan and our long term goals previously mentioned.</p>

<p>Support for beginning teachers</p>	<p>\$21 576</p>	<p>Our 2017 funding allowed us to implement the following key structures:</p> <ul style="list-style-type: none"> • Reduced face to face teaching load for Beginning Teachers • Reduced face to face teaching load for Head Teachers to support Beginning Teachers • Beginning Teacher engagement in targeted professional learning • Casual teacher employment to allow Beginning Teachers release time to participate in activities within the school setting • Implementation of a Beginning Teacher Mentor position within the school • Support to complete the accreditation process • Implementation of a specialised coaching role 2 days a week to work with Beginning Teachers
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	281	271	299	290
Girls	254	252	257	286

Student enrolment has continued to increase at Young High School with growth of approximately 3.6% during 2017. This is against many trends in regional schools across the state and it is extremely pleasing to see our local community choose to enrol their children in Public Education at Young High School. The reasons for these choices vary and include a combination of local families choosing Young High School as their school of choice combined with new families moving to the area and choosing to join our school community. This trend appears as though it will continue into 2018. These student numbers allow us to offer one of the widest ranges of subject choices in the local region. It allows us to create class structures that meet the needs of our school community. It also allows us to cater for students in all disciplines and for all post-school destinations including further studies.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.1	92.6	89.6	91.5
8	87.7	91.2	89	87.6
9	85.4	87.6	88.1	87.8
10	84.3	83.4	81.3	79.5
11	91	88.2	82.5	84.1
12	85.3	89.8	82.9	82
All Years	87.6	88.7	85.8	85.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance profile

In 2017 student attendance has remained static when compared to our school 2016 attendance data, however our overall attendance patterns for students remain below state average. We saw an increase in Year 7 and Year 11 student attendance however all other year groups demonstrated a slight decrease in attendance. While attendance of senior students demonstrated a slight increase overall, there is a significant gap between school and state attendance in senior years. There are some known and exceptional circumstances that contribute to this data and place some concerns in context. There is a strong correlation between student attendance and student performance. In 2018 we will implement additional structures and a specific attendance officer role to place stronger focus on attendance. We will continue to focus on improving student attendance in both the junior and senior school.

Management of non-attendance

The school continues to work with departmental personnel to monitor and address student attendance issues. The use of the Home School Liaison Officer has greatly assisted the attendance of some students with chronic attendance issues. Our computerised attendance system and SMS messaging system continues to support improved attendance. In 2017 Young High School introduced an attendance support role as part of the School Administration Support Staff team and this has had some impact on improving student attendance in some year groups. This role has been responsible for liaising with the school wellbeing team, school executive, families and Department of Education personal to address attendance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	7	16
Employment	9	14	17
TAFE entry	1	9	10
University Entry		0	31
Other	15	6	10
Unknown	3	1	16

The information contained in this table is provided as an indication of post-school destinations for students of Young High School. It is not conclusive as destination data was not available for all students at the time of reporting. Most students exiting Year 12 achieved their desired post school destination and we continue to

support students with all post school pathway options.

Year 12 students undertaking vocational or trade training

In 2017 Young High School continued to offer strong VET and TVET programs and students benefitted from our strong positive working relationship with TAFE. We offer VET and TVET pathways which include: Construction, Retail, Hospitality, Primary Industries, Information Digital Technology, Metals Engineering, Automotive, Health Services, Child Care and Electrical. Approximately 68% of our Year 12 students undertook study in one or more vocational education pathways and trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who sat for the HSC in 2017 obtained their qualifications from NESA. Most of our students obtained their desired post-school destination which included entry into university, employment or placement in further study at TAFE or alternative education providers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	12.08
Other Positions	1

*Full Time Equivalent

Young High School has effectively used RAM funding during 2017 to employ above establishment staff that support students in all aspects of school life. This includes an additional Deputy Principal, staff to lead wellbeing programs, additional staff in the Learning Support Team, additional staff to support Aboriginal programs across the school and additional staff to

ensure curriculum opportunities and breadth of curriculum for our students.

Young High School is proud to have 5 Aboriginal staff members who work in a variety of roles across the school including community liaison officers, SLSOs and classroom teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

Throughout 2017 all staff participated in a variety of professional learning opportunities both internally and externally sourced. 55 teachers engaged in identified and targeted professional learning that supported school priorities and their individual Performance Development Plans. These professional activities included a focus on school strategic planning, current educational reform implementation, leadership and management, student engagement, curriculum and assessment, literacy and numeracy, and supporting student behaviours and wellbeing.

A total of approximately \$66132 was spent on professional learning at an average of \$1200 per teacher through the year and approximately \$7500 was spent to support SASS professional learning. All expenditure in professional learning fell into one or more of the following categories:

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

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

- School Excellence Framework
- Supporting Student Wellbeing
- Analysing feedback to support future directions – Tell Them From Me survey
- Differentiating the curriculum to support the learning of all students
- ALARM supporting explicit teaching, learning and assessment in Stage 6
- Southern Tablelands Principals' Network data analysis and working with Literacy and Numeracy continuums

- Behaviour Management
- Visible Learning
- Student and staff wellbeing in line with our whole school commitment to MindMatters
- School programs and processes including using SENTRAL effectively
- Mandatory training activities such as Child Protection training, Code of Conduct, CPR and Anaphylaxis training

We have a total of 27 teachers engaged in working towards or maintaining accreditation against the National Professional Standards for Teachers. There are 10 members of staff working towards accreditation at the level of Proficient and 17 staff members maintaining Proficiency. We currently have a few members of staff exploring the optional accreditation at the higher levels of Highly Accomplished and Lead.

Financial information (for schools using 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	718,266
Global funds	258,533
Tied funds	573,159
School & community sources	46,983
Interest	9,613
Trust receipts	26,339
Canteen	57,557
Total Receipts	972,185
Payments	
Teaching & learning	
Key Learning Areas	29,446
Excursions	27,669
Extracurricular dissections	10,966
Library	1,446
Training & Development	1,627
Tied Funds Payments	393,287
Short Term Relief	41,045
Administration & Office	61,323
Canteen Payments	44,482
Utilities	47,147
Maintenance	24,685
Trust Payments	14,709
Capital Programs	0
Total Payments	697,831
Balance carried forward	992,621

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	1,913,860
Appropriation	1,708,112
Sale of Goods and Services	88,414
Grants and Contributions	115,775
Gain and Loss	0
Other Revenue	0
Investment Income	1,559
Expenses	-1,241,259
Recurrent Expenses	-1,241,259
Employee Related	-662,145
Operating Expenses	-579,114
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	672,601
Balance Carried Forward	672,601

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	5,705,037
Base Per Capita	87,469
Base Location	13,472
Other Base	5,604,096
Equity Total	808,412
Equity Aboriginal	58,921
Equity Socio economic	496,956
Equity Language	32,517
Equity Disability	220,018
Targeted Total	685,128
Other Total	336,506
Grand Total	7,535,082

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.

Young High School demonstrated strong improvement in NAPLAN during 2017. Our value added data for student growth from Year 7 to Year 9 was pleasing and we saw strong student improvement in all aspects of Literacy and Numeracy from Year 7 to Year 9. Student performance in Year 9 was above our like school group for all aspects of Literacy and Numeracy. In Year 9 we saw a shift in student performance into the higher bands with more students achieving in the top bands and less students achieving in the lower bands. Year 7 growth data indicates performance was in line or slightly below Year 7 performance in previous years.

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.

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

Trend data indicates Young High School students continue to demonstrate sustained improvement in grammar and punctuation, reading and spelling. There is a clear upward trend in student performance and Young High School students are performing well above their comparative school groups in these areas of literacy. Performance in writing and numeracy has fluctuated in recent years, however in these areas of literacy and numeracy our performance in 2017 demonstrated strong improvement and was above that of our comparative school group when considering progress from 7 to 9.

Our growth data indicates that on average approximately half our students are reaching their expected growth. In reading 53% of students have achieved expected growth. In spelling 42% of students have achieved expected growth. In grammar and punctuation 46% of students have achieved expected growth and finally in numeracy 61% of students have achieved expected growth.

In line with reporting on the Premier's Priorities for student performance in the top two bands for reading and numeracy. Below is an outline of our student performance in 2017.

In reading 12.4% of Year 7 students achieved in the top two bands compared to a like school group average of 12.2% and a State average of 31%. While still above like school group average this is a decrease on student performance as in 2016 15.5% of students in Year 7 achieved in the top two bands of reading.

13.3% of Year 7 students achieved in the top two bands for numeracy in 2017 compared with 15.5% of students in like school groups across the State and a State average of 34.8%. This is a slight increase in performance for our students who had 11% of students in the top two bands in 2016. It should be noted that the State trend demonstrated a slight increase of approximately 3.5%.

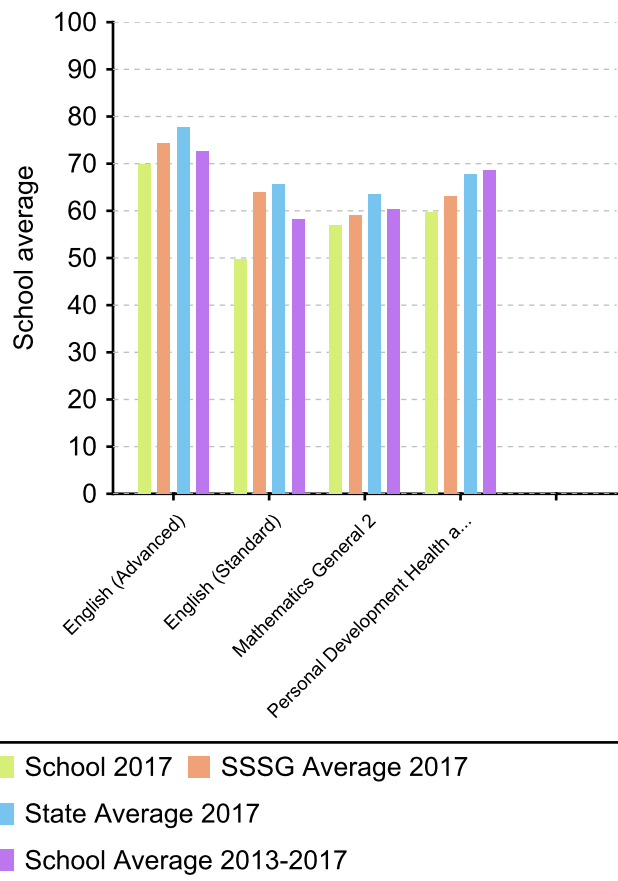
In Year 9 reading 16.5% of students achieved in the top two bands compared to a like school group average of 8.2% and a State average of 24.9%. This is a very pleasing result demonstrating significant increase in student performance. This is well up from our 2016 results of 7.7% for students achieving in the top two bands. Our increase was opposite to the state and like school groups who demonstrated a decrease in student performance.

9.8% of students achieved in the top two bands of numeracy in 2017 compared to a like school group average of 11.5% and a State average of 29.7%. This again is up on our 2016 performance where 4.5% of students achieved in the top two bands. It should be noted State, like school groups and school trends were up in 2017.

This information indicates that our overall trend data suggests we continue to improve in all areas especially with growth from Year 7 to Year 9. In most aspects of literacy and numeracy we are performing above our like school group and we continue to close the gap on State performance. Our student growth in the top two bands is pleasing and we are continuing to work towards the Premiers Priorities.

Higher School Certificate (HSC)

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



Our 2017 HSC performance was down when compared to previous years however many student and subject results were satisfactory. The data in the graphs presented for larger cohorts suggest our student performance in Advanced English, Standard English, Mathematics General 2 and PDHPE was slightly below our average performance over the past three years. We had a student make the Distinguished Achievers List in Music 1 and once again we had strong student performance in the VET frameworks. We had above State average performance in Music 1, Retail and Hospitality.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school.

Their responses are presented below.

In 2017 Young High School used the “Tell Them From Me” survey and internally designed surveys to seek feedback from parents, students and teachers about the school.

Their responses are summarised below.

Results of these surveys across the school community indicate:

Strengths across the school

- Students actively participate in a wide range of sporting opportunities across the school
- Young High School provides a comprehensive array of extracurricular opportunities to support the wholistic development of our students. Students enjoy participation in these programs
- Most students identify positive relationships within the school
- Most students engage in positive behaviours across the school
- Students feel appropriately challenged in line with the State average
- Students with high levels of optimism are in line with the State average
- Student engagement is high and in line with the State average where students identify positive student – teacher relationships, quality instruction, a positive learning climate and expectations for success
- Students feel supported at school
- Teachers feel we have developed an inclusive school
- Teachers adopt a variety of modern teaching strategies to support 21st century learning
- School leaders work with staff to create a safe and orderly school environment
- Teachers collaborate to build student engagement and develop assessment
- Students are given good feedback and high expectations are set
- Technology is used effectively in teaching and learning across the school
- Parents feel they are welcomed at Young High School in line with State averages
- Parents feel Young High School clearly communicates processes and information
- Parents of students from Young High School feel they participate in the learning process and support their children with learning at home
- Parents feel teachers expect their child to complete homework and work hard

Areas for future development

- Focus on supporting student attendance more in line with State averages
- Continued development of wellbeing programs that support a sense of belonging for all students
- Focus on development of programs and anti-bullying structures across the school that

minimise bullying incidents

- Development of programs and structures that support students to value schooling outcomes
- Focus on building senior student culture to improve behaviour, engagement and schooling outcomes
- Focus on improving the appreciation and implementation of a quality learning culture across the school
- Increase the opportunity for parents to be involved in school activities that create a stronger school – parent connection
- Further development and refinement of leadership structures across the school that support staff, students and families.
- Focus on teaching and learning structures that better support all students to access a differentiated curriculum.
- Continued staff professional development to build capacity and provide best opportunities for all students.

Policy requirements

Aboriginal education

In 2017 Young High School continued to place a significant focus on Aboriginal Education, expanding our effective programs and practices and employing staff to specifically initiate and support improved outcomes in relation to Aboriginal Education.

Aboriginal Education programs continue to be overseen by an executive member with recognised experience coordinating Aboriginal programs across the school and community. In 2017 we continued to strengthen relationships and increase collaboration with the AECG and Aboriginal Lands Council and we increased the number of Aboriginal programs run at Young High School.

We maintained the engagement of an Aboriginal SLSO who provided additional support for the effective development of PLPs for all Aboriginal students and we continued to employ our Aboriginal In-Class Tutor. In 2017 we introduced two additional roles, one which focused on student support in the senior years and targeted supporting students to the HSC, while the second role focused on supporting Aboriginal students in the junior years with literacy and numeracy. The success of our senior support programs and our senior Aboriginal students can be gauged by the fact that 80% of our Aboriginal students finishing the HSC went off to university to study courses which included medical science, business and teaching.

In 2017 we were very excited to employ our first full time Aboriginal languages teacher to deliver Wiradjuri to all students engaged in undertaking LOTE (Language Other Than English). This permanent appointment solidified our commitment to Aboriginal languages. We saw students in Year 7 and Year 8 study Wiradjuri, and in 2017 for the first time we introduced Aboriginal Studies to the stage 6 curriculum.

The success of our Wiradjuri language program was highlighted when SBS featured a documentary on Young High School and our Aboriginal languages program during NAIDOC week. A great credit to the team involved and our Head Teacher Rita Karaminas who was a driving force in the development of these initiatives.

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

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

In 2017 Young High School continued our partnership with the University of Canberra and once again engaged in the AIME mentoring program. This program focuses on building Aboriginal student aspiration and provides students with mentoring opportunities from older Aboriginal students who are engaged in their own university studies. This program has supported our students to design their own visions for their future, and to recognise the opportunities that exist within universities. The program further developed the leadership skills of our Aboriginal students.

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

Multicultural and anti-racism education

During 2017, Young High School continued to focus on supporting all students from culturally diverse backgrounds in an inclusive setting. The school continues to promote positive and supportive behaviours across the school and we have maintained our programs on anti–racism and built these into the MindMatters lessons held during Care.

Our 2015 – 2017 School Plan has placed focus on supporting the development of multicultural programs across our school and this has been supported by the multicultural sub–committee that has worked to create programs, processes and stronger visibility and recognition of the multicultural background of our school community.

During 2017 Young High School participated in identified multicultural community events including HarmonyDay/Multicultural Day celebrations and the Lambing Flat festival celebrating the Chinese heritage of our past. In 2017 our school joined the Young Multicultural Association and our school now has representation on this committee. For the first time in 2017 we held our own multicultural event recognising the diverse multicultural heritage of our own school body and our celebration festivities included sampling foods of the world.