

Young High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

School contact details

Young High School

Campbell St

Young, 2594

www.young-h.schools.nsw.edu.au

young-h.school@det.nsw.edu.au

6382 1166

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 2018 we continued to see sustained and strategic change 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 2018 our school community collaboratively developed and implemented the 2018 – 2020 School Plan. We developed three meaningful strategic directions to support our students and school community. These strategic directions were:

- Engaged and Productive Learners
- Innovative and Supportive Wellbeing
- Positive, Cohesive and Aspirational School Culture

Our school continued to focus on our long term directions and school vision is best described through the through 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.

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 evidenced based teaching strategies such as ALARM and Visible Learning into our teaching practice to maximise student success. In 2018 we placed significant focus on innovative student wellbeing programs and we continued to provide students with the opportunity to engage in a wide array of extracurricular activities that support student success across all fields of interest.

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

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

In 2018 we focused on implementing phase two of "Doing Things Differently". Using evidenced based strategies that have supported student participation, engagement and growth in other schools we developed and implemented the Winanggaay Place of learning. We have also developed our own curriculum offerings in stage 5 that have allowed us to provide students with courses designed specifically to meet their interests and needs. Using student, parent and staff feedback, through the Tell Them From Me Surveys, we further refined our wellbeing and discipline structures. And introduced a stronger House system that further supported 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. In 2018 Young High School implement the Care Connect facility an innovative centre that connects students and families to health services and support services. This was a collaboration across the Health Sector, the Department of Education, NGO's and Department of Premiers and Cabinet. The outcome has been the introduction of a wonderful wellbeing facility and the trialling of a Wellbeing Health in Reach Nurse Coordinator position that supports students and families to navigate pathways of need.

Young High School continues to be a leader in Aboriginal Education. In 2018 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 of 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 2019 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 a tough but rewarding year for the Young High School P&C committee. Our committee has been a proactive and committed group of parents who have supported school programs and initiatives. Our support has been wide and varied and consistent with past years.

Thank you to our committee for being available for interview panels, garage sale trail, raffle ticket selling, sourcing quotes, paying bills, organising deb balls and cooking BBQ's. Thank you for getting caught in flooded swimming carnivals, cooking BBQ's for astronomers at night, giving up your Saturdays and putting all kids first.

We consistently support annually the photography competition, swimming carnival medals, touch football championship travelling expenses, updating sports team uniforms, swimming carnival BBQ and year 7 welcome BBQ's. We are looking to add to this list, transport support to RDA for the support units.

Last year was tough financially and we were able to say yes to many requests. Excitedly, the garbage bins are lasting and the new soccer goal investment will be ready for the next soccer and football season. Return and Earn bins are a possibility for our students to financially support projects for their school. The Debutante Ball was a wonderful community event and set in our yearly fundraising calendar. This year, the committee is hoping a change of venue will improve the experience and return an increased profit to the P&C.

I wish to thank Tania Noyes for her high quality, reliable work as Secretary and Michael Jones for stepping up as Treasurer and implementing a more efficient way to pay bills, Arnold Freeman for becoming a panel representative and his hard work for the soccer goal purchase. I also wish to thank Brian and Donna Davis, Emma Cockburn, Emma Bigwood, Lisa McDonald, Kaylene Neville and Jamie Kuiters for their attendance and interest at our monthly meetings. I would also like to acknowledge Sharon Staff for her continue support behind the scenes.

Congratulations to Keith, Anna, Angela and the executive team and staff for a successful year and our strong working relationship. Our aim as a P&C is to build a strong, reliable and consistent committee that can meet the yearly financial obligations asked of us and support the programs, legal obligations and initiatives of the school.

Amanda Butt

President 2018–2019

Message from the students

2018 YHS Captain's Report

The Year 12 class of 2018 arrived at Young High six years ago in 2013, a strong cohort of 128 with many joining and leaving us throughout the years. We arrived as small, squeaky juniors, thrown into the Year 7 Area like baby birds from a nest. We got lost countless times and counted down the days period by period. As those days turned into weeks then to terms and years we grew into our own skins, gained some confidence – and in some cases a bit too much. We graduated with less than half of our starting cohort, in 2018, but stronger than ever in spirit.

During our time at Young High School, we have learned so much that has truly prepared us for the next step in our journey. A few of these things include: how to write 3 essays in 2 hours, that the mitochondria is the powerhouse of the cell, how to be 'alarmed', how to find the point of inflection, how to decipher a Shakespeare text, how to build a stunning diorama, and how to sing "Tek Kotek Kotek". Although some of these things may not come in handy in the near future, we do know that we have been taught countless lessons outside of the classroom that will stick with us for much longer. A couple highlights include that what you put in is what get out of anything, that setting goals is the first step in achieving them and that is resilience is the key to long-term excellence and happiness.

We were given so many opportunities for new experiences through a range of excursions. Some of these trips included Leadership conferences, joining the live audience for Q&A, Mt Selwyn ski trips, agricultural visits to a piggery and a dairy farm, whole year excursions to Lake Burrendong, Tathra and Melbourne, a range of University visits, the HSC chemistry day, and the Duke of Edinburgh trek in Canberra. These trips not only developed our skills, knowledge and understanding to help us throughout our studies, they also left us with great experiences and memories that we will look back on with joy.

A fantastic effort was put in from across our cohort as we got involved in a range of fundraising events. These included Valentine's Day, Melbourne Cup Day, the Bake Sale, the Athletics carnival and the final senior auction. As a cohort this truly showed us that we can accomplish things when we work together. So, as a product of team work and participation we raised a massive \$4000 which we have put towards purchasing a defibrillator and camping equipment, our parting gifts to the school.

Now, we have completed a secondary education that will serve as the platform that we will use to launch ourselves into our futures. Some of us are pursuing further education at university or TAFE while others have gone straight into the workforce, but each of us are now traveling our own paths. Although we have all gone our separate ways, we will always remember that the friendships we made at Young High were some of the most valuable and lasting gifts we will take with us wherever we may go.

Finally, we'd like to share a bit of gratitude, on behalf of our year, for all of those who have gotten us through our secondary education. To our teachers, thank you for going well beyond your duty of care to pass on your knowledge to us. To our parents, thank you for supporting us in more ways than it's possible to count and for dragging us out of bed when we didn't ourselves. To our principal Mr Duran, thank you for being the shepherd to our sheep and keeping us on track through our studies. Lastly, thank you to our year advisor, Mrs Armstrong, who stuck with us along the years to make our time at Young High enjoyable, worthwhile and valuable.

We'd like to wish all the best to our past peers down whichever road you now travel, to the current students and class of 2019 in the final step of your journey and to all new and future students to Young High just beginning a new adventure. Lastly, just remember, as a wise fish once said, "just keep swimming".

Cassie Boland & Trinity Trantino

YHS 2018 School Captains

School background

School vision statement

Young High School is committed to providing the very best educational experience possible to all our students in an inclusive, responsive and supportive setting. We develop well rounded, positive and productive young people who engage in life-long learning, and students leave us equipped with the tools they require for the future. We do this through providing a quality, wholistic 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 600 students. Within the town there is a year 7–12 catholic high school and four 7–12 government high schools within 45 minutes driving distance, along with a K–12 central school.

We have a strong focus on supporting academic achievement and work on an aspirational thinking philosophy. The school has a well embedded MindMatters program. 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: one moderate intellectual disability (IO), 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

Throughout 2018 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. 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 it was instrumental in supporting the development of the new 2018 – 2020 School Plan. 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:

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 2018 Young High School focused on the Learning Culture, Wellbeing and Curriculum. A strong focus on working to embed the key concepts of the School Plan meant we continued to focus on on quality teaching and learning principles. The staff worked to implement explicit quality teaching practices that are evidenced 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 curriculum structures that engage students in their areas of interest. This is evidenced through the Wigganay Place of learning and the stage 5 elective structures. 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. This has supported ongoing adjustment and targeted individualised assistance for students across all year groups. Wellbeing continues to be a strong focus at Young High School and our commitment to embed wellbeing proactive programs, combined with our commitment to be innovative in providing support interventions has seen an increase in positive behaviours across the school during 2018. Further our implementation of the Care Connect facility has provided stronger intervention and support for students and families connecting them to services that support student and family wellbeing. The outcome has been stronger engagement and attendance by students during 2018. We continue to work with our culturally diverse community and our outstanding Aboriginal education programs are providing promotion and support to our Aboriginal community.

In the Domain of Teaching, in 2018 Young High School focused on Effective Classroom Practice, Professional Standards, 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 further developed and adopted including the implementation of our "House System" which supported staff to implement appropriate classroom management techniques that supported student behaviours, promoted positive behaviours and allowed a focus on student engaging in quality learning experiences. Through executive support and professional learning activities the school placed focus on supporting staff to better understand and use the Australian Professional Standards for Teachers. With all staff moving to the accreditation process for the first time in 2018, time and effort was placed on supporting staff to understand the standards, understand the requirements for maintenance of accreditation and how they could best use the standards to reflect on current practice and use Performance Development Plans with the standards to support strategic plans for professional growth. Throughout 2018 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 schools programs and practices. Ongoing provision of targeted Professional Learning supports 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 2018 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 2018 staff have continued to support 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 in areas that have 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, providing strong collaboration engaging all stakeholders in moving Young High School forward. 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 2018 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 supported informed decision making for directions in 2019 and the future development of programs, processes and professional learning structures that will support students, staff and the wider school community.

Strategic Direction 1

Engaged and Productive learners

Purpose

To develop engaged and motivated students that are connected to their learning and understand the relevance, importance and real world practical applications of the knowledge and skills they are developing.

Students are supported by quality staff to engage in their learning through the application of quality teaching principles and latest pedagogical research that supports student development and provides students with the opportunity to reflect on how to build knowledge and skills in a supportive and caring environment.

Overall summary of progress

During 2018 Young High School continued to focus on strengthening the quality of teaching and learning by implementing evidenced based programs across the school.

We continued implementing programs, practices and school structures that supported us to achieve our milestones achieving 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 embedded across the senior years. This was supported in 2018 by professional learning to develop staff skills in Visible Learning. We also worked with our partner schools to develop a community of schools understanding of Visible Learning. Learning intentions and success criteria were developed by all KLA's and embedded in teaching practice across the school. A focus was placed on introducing the language of the Quality Teaching Framework to the executive. A clear link was established between the principles of the Quality Teaching Framework and the scaffolds used (ALARM and Visible Learning) to focus on quality teaching in the classroom.

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.</p> <p>This includes improvement in areas identified in the Premier's Priorities for students achieving in the top two bands as well as improved Aboriginal student performance.</p>	\$60 000	<p>In 2018 several key indicators identified an increase in student performance in external examinations including NAPLAN and the HSC. The following observation were made when comparing to the 2017 data relating to NAPLAN and the HSC.</p> <p>In the HSC we saw increased performance in several areas. We had an increase in the number of students on the distinguished achievers list and we had 6.23% increase in the number of subjects achieving cohort averages above the state average. We had a 5.86% increase in the overall number of students achieving in the top two bands and we saw an increase of 11.11% for students achieving in the middles two bands. Finally it was pleasing to see a 26.74% decrease in the number of students achieving in the bottom two bands of the HSC marking system.</p> <p>In NAPLAN we had a slight increase in the number of students meeting Premier's Priorities in the top two bands for literacy and numeracy of 0.4%. Our value added data for student growth from Year 7 to Year 9 remained relatively static. A more detailed report on student performance in NAPLAN is presented later in this report.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement, satisfaction and attendance as reported in the Tell Them From Me Survey (TTFM).	\$60 000	<p>Student engagement and participation in sports and extracurricular activities has increased by approximately 2%. Students indicated and increase in positive relationships and valuing school outcomes by approximately 2%. Students did indicate a decrease in intellectual engagement of 7% when compared to 2017 however they indicated an increase of 3% in high skill high challenge situations.</p> <p>A strong focus has been placed on attendance and in 2018 we have seen strong improvement in attendance across the school. We have seen a 2% improvement in our overall attendance to 87.7% and we are now only 0.7 % below the state average for student attendance. In the Tell Them From Survey students themselves indicate a 5% decrease in Truancy. We had strong improvement in attendance in Year 7, 8, 10, 11 and 12 and a 1% decrease in overall attendance for year 9.</p>
Increased evidence of literacy and numeracy embedded in teaching and learning programs as determined by annual program audits across KLA's.	\$10 000	<p>In 2018 Young High School focussed on implementing a literacy strategy. This was overseen by the executive staff and required implementation by all staff across all KLA's. Evidence was collected and presented to show the literacy strategy embedded in teaching and learning programs. Numeracy was not explicitly addressed in all programs in 2018 however several KLA's presented programs with evidence of numeracy strategies embedded into programs.</p>

Next Steps

In 2019 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 evidenced based practices which include

- ALARM
- Visible Learning
- Quality Teaching Framework
-

Our work over the next two years will commit to embed these programs effectively in to teaching and learning structures across Years 7 to 12 and this will allow us to focus on explicit quality teaching and learning that supports student achievement. This will complement the Premiers Priorities and student performance in NAPLAN.

Strategic Direction 2

Innovative and Supportive Wellbeing

Purpose

To develop and implement high quality wellbeing programs that are innovative, supportive and flexible and meet the needs of our local school community.

These programs will provide opportunity for targeted intervention and the implementation of whole school proactive structures that support students, staff and the wider school community.

These wellbeing structures will support the removal of barriers that impact on student engagement and achievement and assist students to become more connected and successful at school.

Overall summary of progress

During 2018 Young High School worked to initiate the implementation of the programs, practices and structures outlined in the 2018 – 2020 school plan. We focused developing clearer, consistent structures that strengthened our wellbeing programs to provide both proactive programs and intervention 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 local, national and international wellbeing priorities. We also further developed our House system to place stronger focus on positive behaviours and rewards for those students modelling positive citizenship and good behaviours across the school.

We placed a large focus on developing our wellbeing hub named Care Connect by the student body. We worked collaboratively across sectors including the DPC, Health, FACS and NGO services to introduce innovative structures that supported our students and families to access service across a variety of areas. By the end of 2018 we had a fully operational facility with several agencies rostered into the facility and providing service to our students and families. Further we were selected as a trial site for a newly developed Wellbeing Health in Reach Nurse Coordinators role that provides a health sector employee to schools to assist with triage and support for students and families with a variety of needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive behaviours, decreased negative behaviours and increased student attendance across the school as evidenced through Sentral.	\$70 000	<p>In 2018 Young High School transitioned to a new system for recording student data in relation to positive and negative behaviours. As a result it makes comparison between 2017 data and 2018 data difficult and unreliable.</p> <p>Data from DoE systems indicates we had a very slight decrease in short suspensions in 2018 when compared to 2017. However, we had a larger overall increase in suspension data in 2018 when compared to 2017.</p> <p>Our house system has provided for more opportunity for students to be recognised for positive behaviours and this has happened through a combination of merits, awards, positive letters home and house points.</p> <p>Student feedback in the Tell Them From Me survey indicates students themselves believe positive behaviour in the school remains static and similar to that of 2017.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive behaviours, decreased negative behaviours and increased student attendance across the school as evidenced through Sentral.		A strong focus has been placed on attendance and in 2018 we have seen strong improvement in attendance across the school. We have seen a 2% improvement in our overall attendance to 87.7% and we are now only 0.7 % below the state average for student attendance. In the Tell Them From Survey students themselves indicate a 5% decrease in Truancy. We had strong improvement in attendance in Year 7, 8, 10, 11 and 12 and a 1% decrease in overall attendance for year 9.
Increased student and staff wellbeing as evidenced through TTFM survey and internal survey data. An increase in staff participation in school and social events.	\$15 000	<p>For this cycle of the school plan in 2018 base data was established for the student and staff wellbeing. As mentioned above in 2018 Young High School transitioned to a new system for recording student data in relation to positive and negative behaviours and student wellbeing. As a result it makes comparison between 2017 data and 2018 data difficult and unreliable.</p> <p>Data from the Tell Them From Me survey indicates students identified a slight increase in positive relationships, valuing school outcomes and participation in sports and extracurricular activities. Student feedback indicates that students feel there has been no change in the level of perceived bullying between 2017 and 2018. Students also believe positive behaviour in the school has remained static between 2017 and 2018. Students demonstrated an increase in school pride.</p> <p>Staff identified similar levels of support from the Leadership team between 2017 and 2018. Between 2017 and 2018 there was a 5% increase in the feedback (neutral or positive) that staff morale is good. Staff feedback through the people matter survey indicates a 10% increase in workplace support and Trust between 2017 and 2018. It also identified an 11% increase in Team spirit and a 15% increase in staff feeling listened to between 2017 and 2018.</p>
Increased successful intervention and support provided to students through the Wellbeing Hub.	\$70 000	<p>In 2018 we launched a fully operational wellbeing hub. The design for furnishing, labelling and fitting out this facility were managed entirely by the student leadership team this included the team managing finances and working to an initial budget of \$25000. The student leadership team surveyed the student population and used this information to design logos and name the facility Care Connect. By the start of Term 3 2018 the facility was fully functional and operational.</p> <p>The Care Connect facility had office occupancy of approximately 73% during the initial implementation phase and we had external agencies commence work with our students and families. As reported at the end of 2018 approximately 50 students and/or families had worked with the Wellbeing Health in Reach Nurse Coordinator and/or services provided in the Care Connect Facility. This is approximately 9% of our student population. This was consider to be a great success in the first year of inception.</p>

Next Steps

In 2019 we will place a strong focus on further supporting student and staff wellbeing. This will be done by developing, refining and implementing proactive wellbeing programs that promote positive wellbeing structures and programs that are consistently scheduled throughout the year. This includes a focus on anti-bullying programs and wellbeing programs that promote inclusivity.

We will further develop our Care Connect model and work towards maximum effectiveness and support for families. This will include enhancing our intervention processes and continuing to build the cross sector collaboration to build the number of services offered from within the Care Connect centre. The student leadership team will more strongly promote the facility and ensure effective marketing to students and families ensuring our school community understand where and how they can access the services of the Care Connect Centre.

Strategic Direction 3

Positive, Cohesive and Aspirational School Culture

Purpose

To develop a whole school culture amongst students, staff and the wider school community that is positive, cohesive, aspirational, and shares an agreed vision and school direction.

Supportive environments are evident in all aspects of school life and there is shared understanding of school values, expectations and responsibilities.

Collaboration between all stakeholders builds aspiration and participation and as a result Young High School is seen within in the school community and wider community as the school of choice in the area.

Overall summary of progress

During 2018 Young High School worked to provide a comprehensive variety of opportunities for all students across all aspects of school life. We did this in line with our school motto of "Providing Opportunity, Celebrating Diversity and supporting Inclusivity"

A priority in 2018 was to continue to grow our house system to support team spirit and cohesion amongst the student population. This combined with a restructure of our rewards system, behaviour management and discipline structures allowed us to take a streamlined and connected approach to student engagement, participation, wellbeing and behaviour across the school.

Staff worked collaboratively to implement new structures and during 2018 our staff worked collaboratively to implement programs and practices that supported students in the space of teaching and learning, engagement, wellbeing, Aboriginal education. In addition we focused on further developing our multicultural programs.

Students were provided with a wide variety of opportunities to participate in programs. Some of these include: Unlock Your Future, public gallery art exhibitions, Dinawan Dance group participation, NAIDOC HOOPS participation, YHS Open Day, MADD night, National Day of Action Against Bullying, AIME events, wellbeing presentations, R U OK day, Cyber bullying workshops, Champions program, RAISE mentoring program, Multicultural day, brainstorm production, Careers Expo with Young Rotary as well as many sporting opportunities.

A focus was placed on staff professional learning to continue to work at building capacity and teacher excellence. In 2018 all staff moved to being accredited against the Australian Professional Standards for Teachers and base line data was established against whole school duties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement, satisfaction and attendance as demonstrated by: <ul style="list-style-type: none">• A decrease in behaviour referrals• An increase in positive behaviour records• An increase in attendance patterns• Feedback from the TTFM Survey• Increased student participation in school events and activities	\$31 200	<p>In 2018 Young High School transitioned to a new system for recording student data in relation to positive and negative behaviours. As a result it makes comparison between 2017 data and 2018 data difficult and unreliable.</p> <p>Our house system has provided for more opportunity for students to be recognised for positive behaviours and this has happened through a combination of merits, awards, positive letters home and house points.</p> <p>Student feedback in the Tell Them From Me survey indicates students themselves believe positive behaviour in the school remains static and similar to that of 2017.</p> <p>Data from the Tell Them From Me survey indicates students identified an increase in positive</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased student engagement, satisfaction and attendance as demonstrated by:</p> <ul style="list-style-type: none"> • A decrease in behaviour referrals • An increase in positive behaviour records • An increase in attendance patterns • Feedback from the TTFM Survey • Increased student participation in school events and activities 		<p>relationships, participation in sports and extracurricular activities. Our student participation in school sports is 8% above the state average and our student participation in extracurricular activities is 5% above the state average. Student feedback indicates that students feel there has been no change in the level of perceived bullying between 2017 and 2018. Students also believe positive behaviour in the school has remained static between 2017 and 2018. Students demonstrated an increase in school pride.</p> <p>A strong focus has been placed on attendance and in 2018 we have seen strong improvement in attendance across the school. We have seen a 2% improvement in our overall attendance to 87.7% and we are now only 0.7 % below the state average for student attendance. In the Tell Them From Survey students themselves indicate a 5% decrease in Truancy. We had strong improvement in attendance in Year 7, 8, 10, 11 and 12 and a 1% decrease in overall attendance for year 9.</p>
<p>Increased parent participation in school events, activities as measured by school internal data and information provided in TTFM survey.</p>	\$0	<p>Tell Them From Me survey data tells us parents generally feel welcomed at Young High School and the percentage of positive responses has remained static from 2017 to 2018. Parents feel more informed of activities in 2018 than they did in 2017. Parents feel there is a slight increase in the written information provided by the school. Parent participation in attending meetings remained static between 2017 and 2018.</p>
<p>Increased staff involvement and leadership across the school. This is evidenced by participation in whole school programs, extra-curricular activities and distribution of leadership roles.</p>	\$0	<p>In 2018 we established baseline data in relation to staff participation and leadership of programs at Young High School. 100% of the executive team and senior executive team lead whole school programs and practices. We had a total of 38 whole school programs that had coordinator or a leadership team for implementation. 76% of these roles were led by non-executive staff members. 37 non-executive staff members coordinated programs across the school. This represents approximately 60% of the non-executive staffing population at Young High School.</p>

Next Steps

In 2019 we will continue to 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.

We will focus on working with our staff to further support strategic and targeted professional learning that develops teacher excellence and we will work with our parent body to develop increased communication and collaboration.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$89 751	<p>Our 2018 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> • Aboriginal in class tutor • Aboriginal SLSO • Implementation of Aboriginal programs and presentations <p>Strong progress was made towards embedding and expanding our Aboriginal education programs at Young High School in 2018. This was facilitated and supported by a keen and proactive Aboriginal Education Team.</p> <p>We employed multiple staff 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>We continued to expand our relationships with several universities including the Australian Catholic University and University of Sydney where our Aboriginal students explored tertiary course options and engaged in university programs aimed at supporting them at school. We implemented the AIME program in conjunction with the University of Canberra.</p>
English language proficiency	\$17 741	<p>Our 2018 funding allowed us to implement the following key structures</p> <ul style="list-style-type: none"> • Resources to support student learning. • Implementation of programs in LST • Teacher professional learning • Employment of staff in the Learning Support Team to support students with ESL needs <p>In 2018 appropriate resources were sourced and acquired to support student learning engagement and understanding, in English literacy.</p> <p>We implemented programs through the Learning Support Team that allowed identified students to increase their skills and understanding of the English language.</p> <p>Teachers engaged in professional learning to support students to access learning opportunities through appropriate adjustments of curriculum.</p>
Low level adjustment for disability	\$84 357	<p>Our 2018 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 • Employment of additional School Learning Support Officers <p>In 2018 156 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</p>

<p>Low level adjustment for disability</p>	<p>\$84 357</p>	<p>and targeted interventions put in place.</p> <p>The School Learning Support Officers were engaged in working with these students, and a variety of interventions were put in place which included additional classroom support, development of IEP's, differentiation of curriculum and engagement in specific literacy and numeracy programs to support individual and group success.</p> <p>An increase in the number of staff working as members of the Learning Support Team allowed for an increase in the supportive intervention actions and an increase in student attendance, engagement and understanding of curriculum and programs delivered to them.</p>
<p>Socio-economic background</p>	<p>\$525 968</p>	<p>Our 2018 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 this includes employing a second Deputy Principal • Implement our Care Connect wellbeing model • Acquire all resources and infrastructure for our Care Connect facility • Employ an Attendance Coordinator • Employ staff for the WPL learning centre • Acquire all needed infrastructure for the WPL • Provide student/family financial assistance • Purchase digital learning programs to support literacy, numeracy and science • Provide additional teacher professional learning • Support casual salaries associated with professional learning and school priorities to support student program development and implementation • Support wellbeing programs such as breakfast program. • Purchase of laptops • Purchase of iPads • Improved student school facilities • Develop new curriculum programs for Stage 5 electives and acquire associated resources to implement effectively • Provide additional literacy and numeracy programs • Support the acquisition of teaching and learning resources across KLA's • 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 2018 we used our significant socio – economic funding to ensure the very best opportunities for our students. A focus was</p>

Socio-economic background	\$525 968	placed on aligning our spending with the three strategic directions of the school plan and our long term goals previously mentioned.
Support for beginning teachers	\$49 505	<p>Our 2018 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 <p>In 2018 our Beginning Teachers were supported under the Great Teaching Inspired Learning program to develop their skills and meet the accreditation level of Professional Competence as outlined in the Australian Professional Standards for Teachers.</p> <p>During the year, Beginning Teachers utilised targeted school professional learning sessions, and funding supported their participation in specific accredited professional learning activities, delivered by various providers, to refine skills across all standards of teaching.</p> <p>In addition this funding was used to give Beginning Teachers and their supervisors release time from face to face teaching loads to support effective performance of duties and allow a supportive transition into their new role as a teacher in a NSW public school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	271	299	290	291
Girls	252	257	286	296

Student enrolments have continued to increase at Young High School with the student population reaching 602 in February of 2018. During time of data harvest our student enrolment was 587. Once again this represents a growth of approximately 2% during 2018 from our enrolment in the previous year. This is a combination of local families choosing Young High School as their school of choice combined with new families moving to the area and choosing to join our school community. This trend appears as though it will plateau in 2019 with smaller student populations in our feeder schools transitioning to Young High School in 2019. 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	2015	2016	2017	2018
7	92.6	89.6	91.5	91.9
8	91.2	89	87.6	88.5
9	87.6	88.1	87.8	86.8
10	83.4	81.3	79.5	83.5
11	88.2	82.5	84.1	87
12	89.8	82.9	82	88.9
All Years	88.7	85.8	85.8	87.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance profile

In 2018 student attendance demonstrated sound improvement when compared to our 2017 attendance data. We saw positive increases in attendance in Year 7, Year 8, Year 10, Year 11 and Year 12 and we saw an overall school attendance improvement of approximately 2%. Our overall student attendance was 87.7%, just 0.7% below the state average. This is our best comparative attendance data for several years. Our improved attendance is due to a concentrated and committed effort by Young High School to focus on supporting students to attend school and class on a daily basis. The work of our attendance Coordinator is to be commended and our families and students are to be congratulated on this improved attendance data. There is a strong correlation between student attendance and student performance and we will continue to focus on improving student attendance in both the junior and senior school in 2019.

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 2018 Young High School enhanced the attendance officer role as part of the School Administration Support Staff team and this has had positive impact on improving student attendance across the school. This role has been responsible for liaising with the school wellbeing team, school executive, families and Department of Education personnel 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	1	2	5
Employment	1	12	32
TAFE entry	3	8	14
University Entry	0	0	30
Other	8	17	3
Unknown	9	3	16

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

Year 12 students undertaking vocational or trade training

In 2018 Young High School continued to offer strong VET and TVET programs and students benefit 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 44% of our Year 12 students finishing the HSC undertook study in one or more vocational education pathways and/or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who sat for the HSC in 2018 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 alternate education providers.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.48
Other Positions	1

*Full Time Equivalent

Young High School has effectively used RAM funding during 2018 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 and additional staff to ensure curriculum opportunities and breadth of curriculum for our students. We have also employed above establishment staffing for our newly developed Winanggaay Place of Learning and Care Connect facility.

Young High School is proud to have 7 Aboriginal staff members whose roles include, community liaison officer, SLSO, classroom teacher and casual relief.

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	8

Professional learning and teacher accreditation

Throughout 2018 all staff participated in a variety of professional learning opportunities both internally and externally sourced. 58 teaching staff and 24 SASS members 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 \$146 810 was spent on professional learning at an average of \$1790 per staff member. This was funded through Professional Learning funds and targeted program funding such as Beginning Teacher allocations. All professional learning provided staff with support for professional growth and built skills and capacity to improve learning and wellbeing outcomes for students.

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
- ALARM supporting explicit teaching, learning and assessment in Stage 6
- Visible Learning both in school and as a local network of schools
- Literacy Strategy
- Differentiating the curriculum to support the learning of all students.
- New syllabus implementation
- Using data to support teaching and learning
- Use of technology to support teaching and learning
- Use of new DoE software including SAP and

SCOUT

- Analysing feedback to support future directions: – Tell Them From Me survey
- School programs and processes including using SENTRAL effectively
- Conflict resolution
- Mindmatters
- Behaviour management
- Student and staff wellbeing
- Mandatory training activities such as Child Protection training, Code of Conduct, CPR and Anaphylaxis training.

In 2018 all staff moved to the level of accreditation. This meant every teaching staff member was either working towards accreditation or maintaining accreditation against the National Professional Standards for Teachers. There were 7 members of staff working towards accreditation at the level of Proficient. We currently have a few members of staff exploring the optional accreditation at the higher levels of Highly Accomplished and Lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	672,601
Revenue	8,600,713
Appropriation	8,304,575
Sale of Goods and Services	125,956
Grants and Contributions	163,535
Gain and Loss	0
Other Revenue	1,539
Investment Income	5,108
Expenses	-8,493,603
Recurrent Expenses	-8,493,603
Employee Related	-7,550,335
Operating Expenses	-943,268
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	107,110
Balance Carried Forward	779,712

are in line with DoE requirements. Through transparent, collaborative and consistent applications and decision making processes funds are aligned to school priorities and the strategic directions of the school plan. The key governance team manage the ongoing supervision and allocation of schools funds.

In 2018 Young High School spending is in line with expectations and has provided students, staff and the school community with increased infrastructure, resources and opportunity. Young High School finished 2018 with a surplus of \$107 110. This is due to a combination of reasons including changes in staffing during the year which impacted on our anticipated V actual spend.

Young High School has committed to increasing opportunity and support in 2019 and it is anticipated that a planned overspend will occur to reduce the surplus balance. We are currently exploring infrastructure opportunities to strategically implement a capital works project that supports our implementation of the School Plan while also meeting current DoE priorities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,017,884
Base Per Capita	114,834
Base Location	14,917
Other Base	5,888,133
Equity Total	894,808
Equity Aboriginal	89,751
Equity Socio economic	525,968
Equity Language	17,741
Equity Disability	261,349
Targeted Total	715,435
Other Total	344,917
Grand Total	7,973,044

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.

Young High School's financial management processes

School performance

NAPLAN

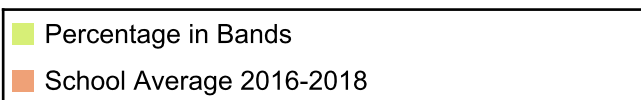
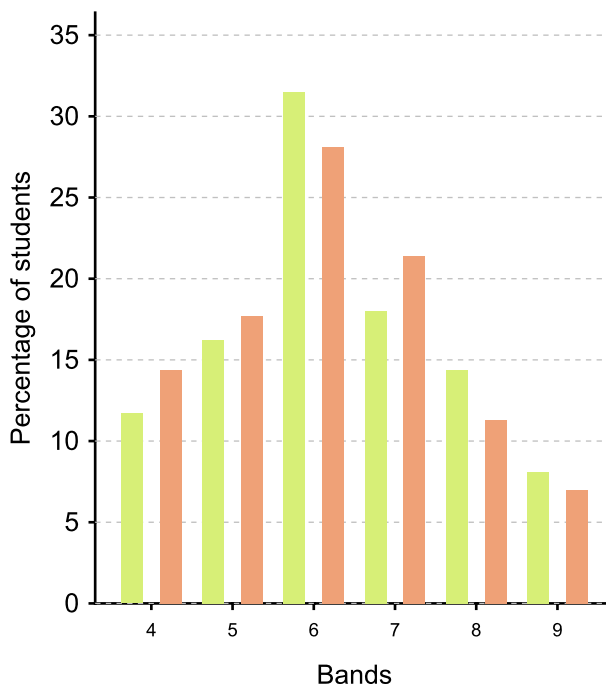
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

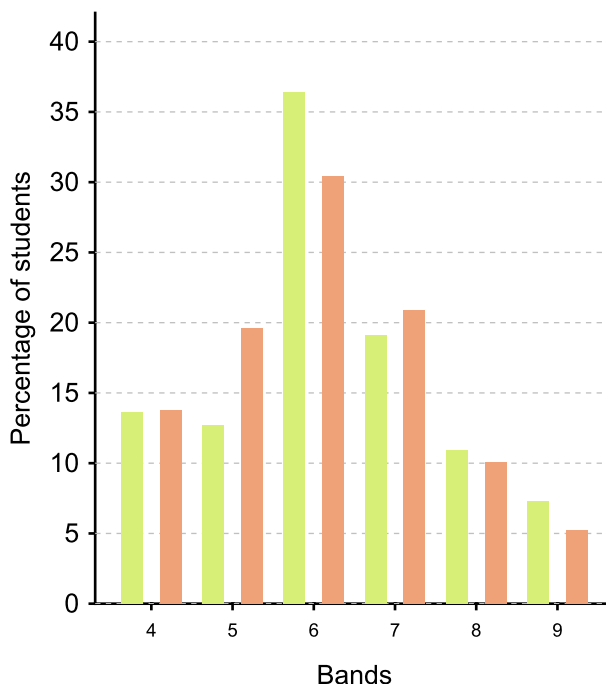
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

During 2018 Young High School maintained similar student performance in NAPLAN when compared to recent years. Our value added data for student growth from Year 7 to Year 9 was on the fringe of Delivering when compared to the School Excellence Framework and we saw strong student improvement reading and writing from Year 7 to Year 9. Student performance in Year 9 was above our like school group for, reading, grammar and punctuation, writing and numeracy. Our performance in spelling was just below that of our like school group. Year 7 growth data indicates performance was inline or slightly below Year 7 performance in previous years.

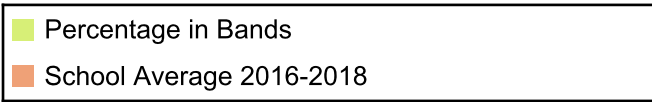
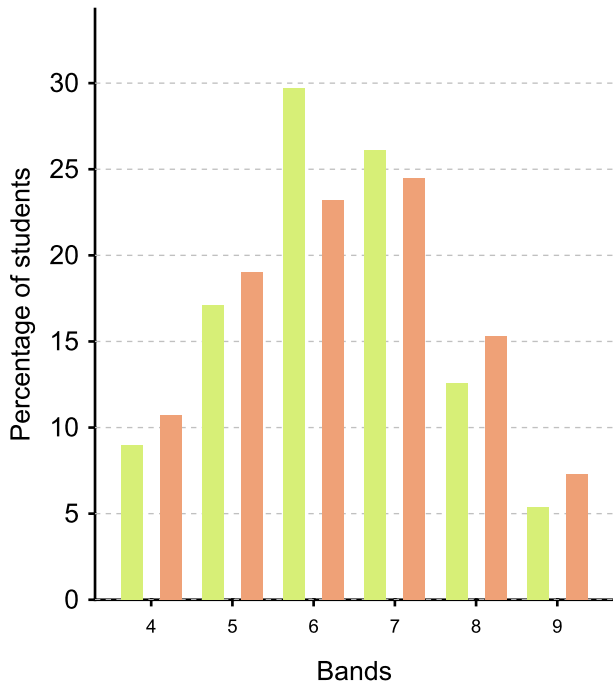
Percentage in bands:
Year 7 Grammar & Punctuation



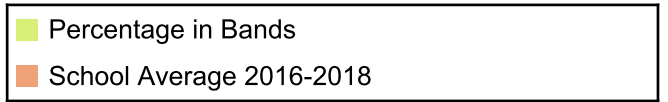
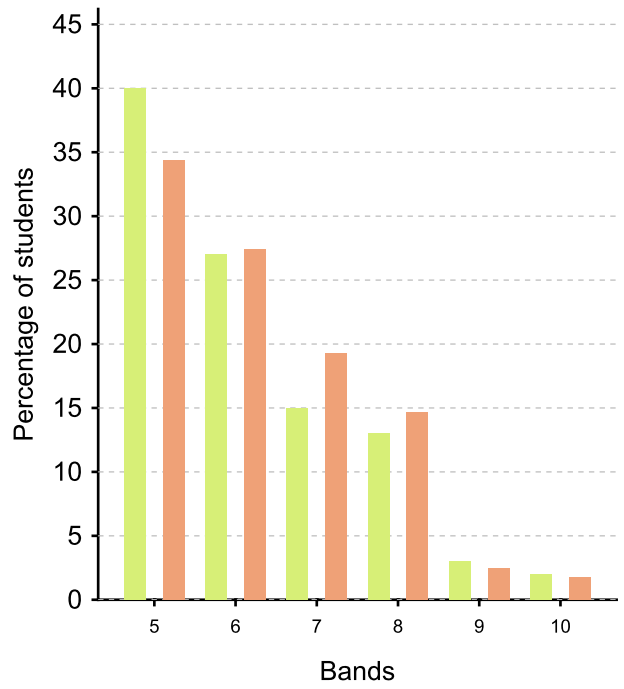
Percentage in bands:
Year 7 Reading



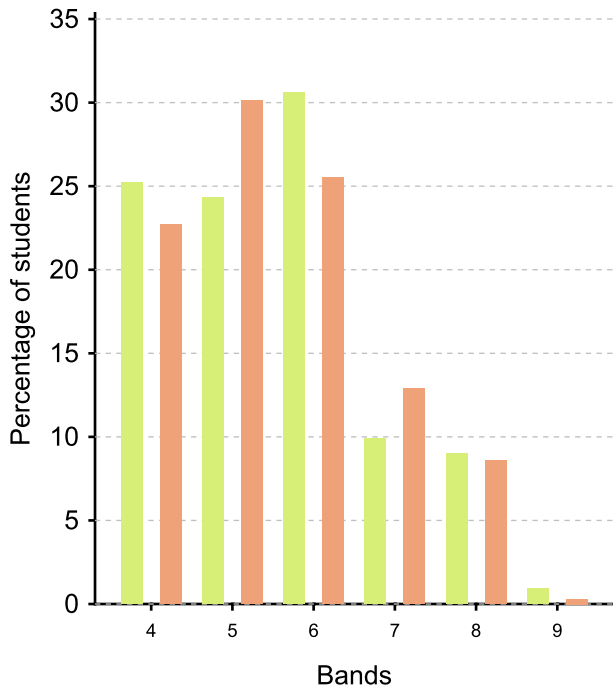
Percentage in bands:
Year 7 Spelling



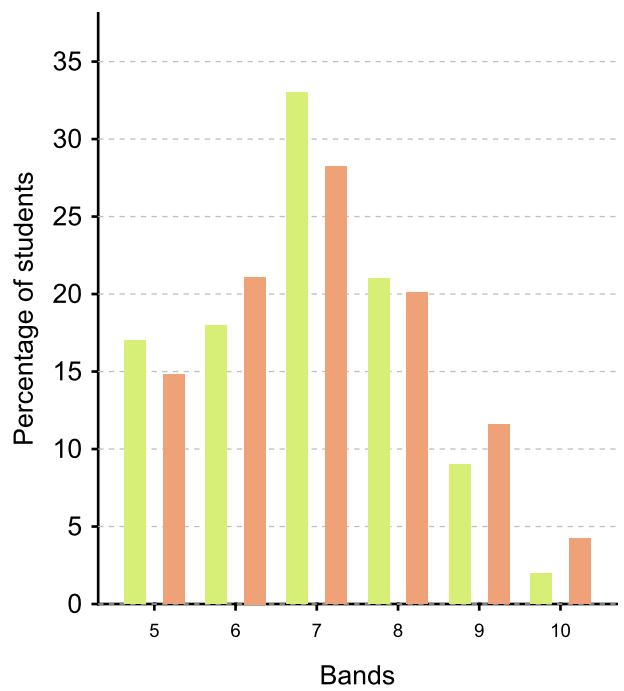
Percentage in bands:
Year 9 Writing



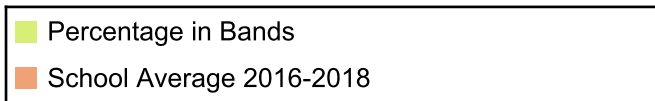
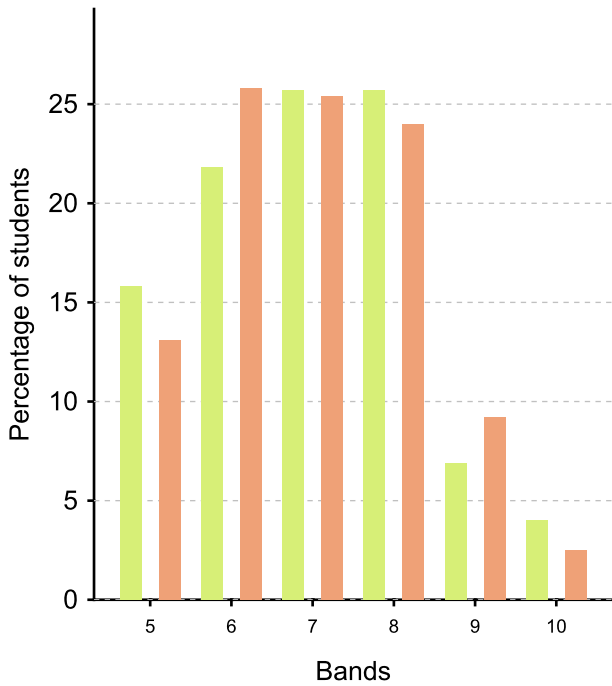
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Spelling



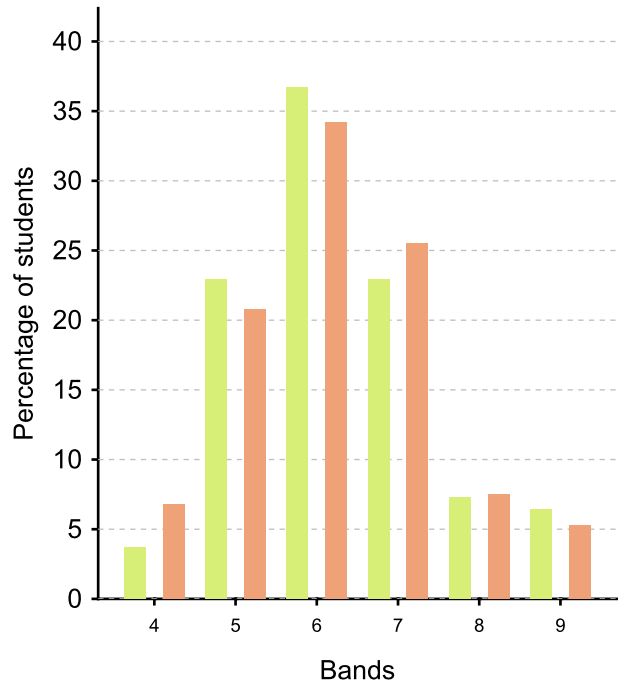
**Percentage in bands:
Year 9 Reading**



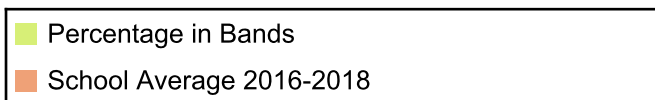
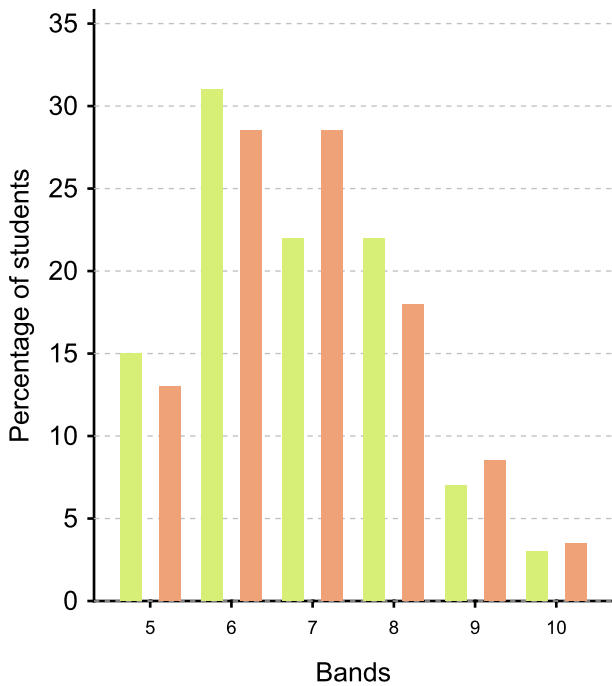
performance compared to 2017 however we continue to achieve above the performance of similar school groups.

Our growth data indicates that on average approximately half our students from Year 7 to Year 9 are reaching their expected growth. In Reading 63% of students have achieved expected growth. In spelling 43% of students have achieved expected growth. In grammar and punctuation 43% of students have achieved expected growth, in writing 51% of students have achieved expected growth and finally in numeracy 51% of students have achieved expected growth.

**Percentage in bands:
Year 7 Numeracy**



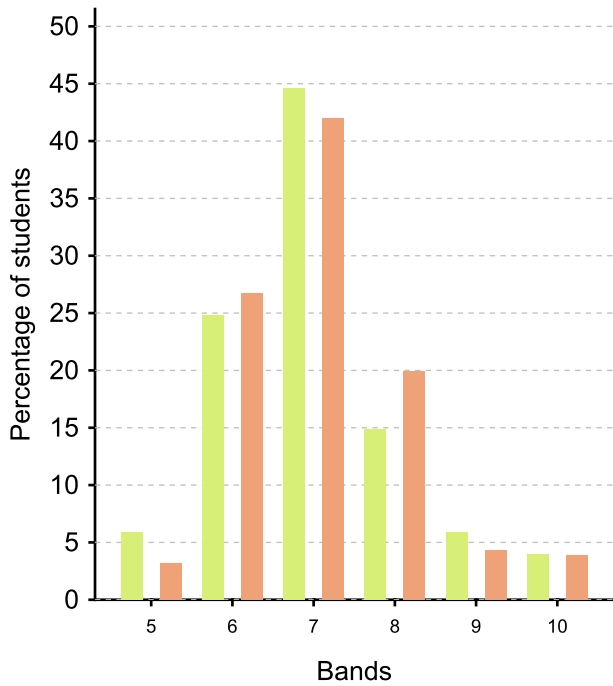
**Percentage in bands:
Year 9 Grammar & Punctuation**



Student performance data indicates approximately 30% to 40% of students are performing in the top three bands in most aspects of literacy and numeracy in Year 7. In Year 9 this trend continues to be similar with 25% to 35% of students in the top three bands of performance in most aspects of literacy and numeracy.

Trend data indicates a slight dip in overall student

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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.

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 2018.

In reading 18.2% Year 7 students achieved in the top two bands compared with like school groups average of 11.6% and a state average of 26.4%. This is a pleasing increase on student performance from 2017 where 12.4% of students in Year 7 achieved in the top two bands of reading.

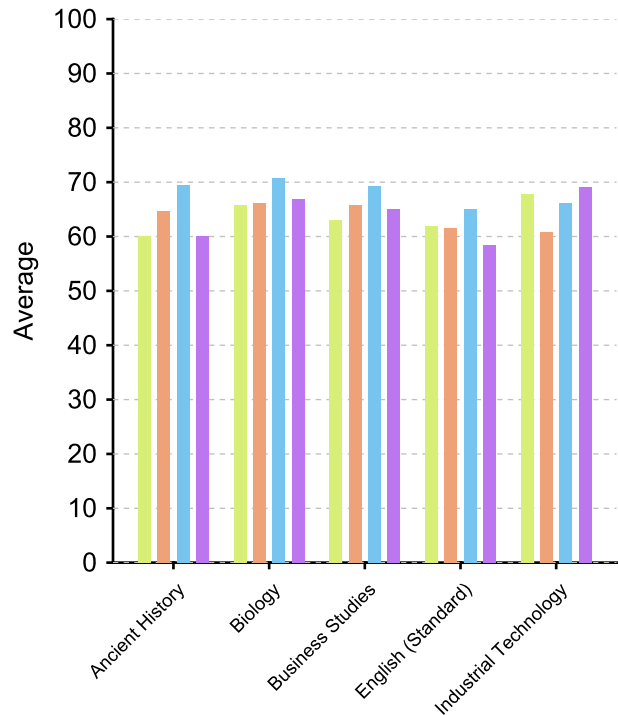
13.7% of Year 7 students achieved in the top two bands for numeracy in 2018 compared with 11% of students in like school groups across the state and a state average 26.9%. This is a slight increase in performance for our students who had 13.2% of students in the top two bands in 2017.

In Year 9 reading 10.9% of students achieved in the top two bands compared to a like school group average of 8.7% and a state average of 21.2%. This is a decrease from our 2017 results of 16.5% for students achieving in the top two bands.

9.9% of students achieved in the top two bands of numeracy in 2018 compared to a like school group average of 10.8% and a state average of 26.2% this is in line with our 2017 performance where 9.8% of students achieved in the top two bands.

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

The information below outlines a summary of course highlights for the 2018 cohort. It should be noted that smaller course cohorts are not reflected in the tables presented below,



School 2018 State Average 2018
School Average 2014-2018

Higher School Certificate (HSC)

Parent/caregiver, student, teacher satisfaction

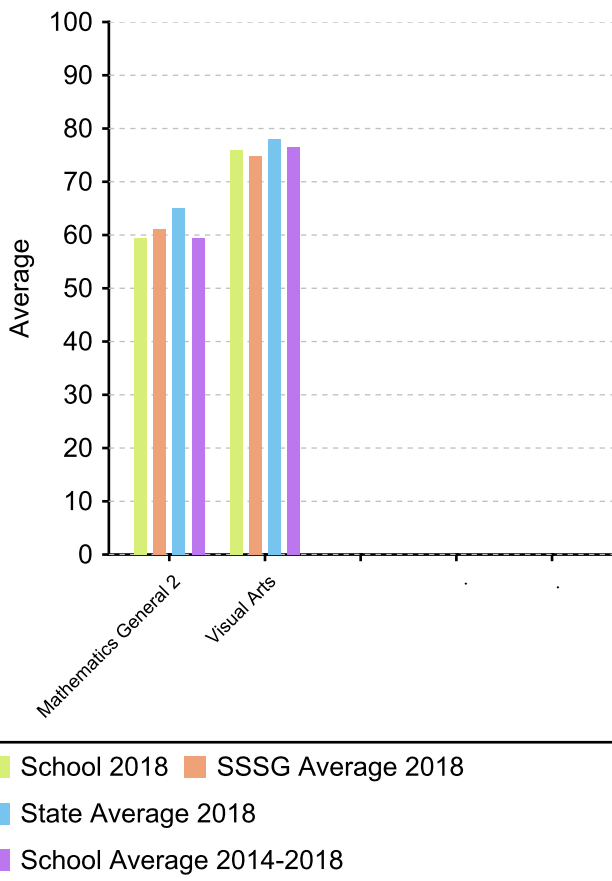
Parent/caregiver, student, teacher satisfaction Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018 Young High School used the "Tell Them From Me" survey and internally designed surveys to seek feedback from 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 holistic development of our students. Student enjoy participation in these programs
- Most students identify positive relationships within the school
- Most students engage in positive behaviours across the school
- Student attendance across the school has increased
- Students interest and motivation is similar to with the state average
- Students effort in the ROSA years is in line with the state average
- Effective learning time and relevance are similar to the state average
- Students identify positive student– teacher relationships and advocacy at school
- Students identify positive learning climates at school similar to the state average
- Teachers feel we have developed an inclusive school
- Teachers are supported to establish challenging and visible learning goals for students
- School leaders work with staff to create a safe and orderly school environment
- Teachers collaborate to build student engagement and support learning of all students
- Students are given good feedback and high expectations are set
- Teachers use data to inform practice
- Technology is used effectively in teaching and learning across the school
- Most parents feel they are welcomed at Young High School
- Parents feel written information from the school is clear and in plain language
- 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

- Continued development of wellbeing programs that support sense of belonging for all students
- Focus on development of programs at school that minimize bullying incidents across the school
- Development of programs and structures that



In 2018 our HSC results showed sound improvement on the 2017 results. The data in the graphs presented for larger cohorts suggests our student performance in Ancient History, Biology, English Standard, Mathematics General 2 and Visual Arts was equal to or better than our average performance over the past three years. The data in the graphs presented for larger cohorts suggests our student performance in Biology, English Standard, Industrial Technology, and Visual Arts was equal to or better that of schools in our similar school groups.

Once again we were one of the stronger performing schools across our geographical region. We had two students make the distinguished achievers list in Music and Industrial Technology. Agriculture, CAFS, English Extension 1 Hospitality and Retail all performed very strongly with cohort performance above state average. We saw solid performance by our student cohorts in Geography, Industrial Technology, Music 1, Construction and Visual Arts with cohort averages in line with state averages.

Other outstanding performances worth noting were our 100% of CAFS and Retail students attained a Band 4 or higher. Other highlights include 80% of students in Geography achieved a Band 4 or better, 86% of students in Music 1 achieved Band 4 or better with 70% of students achieving a Band 5 or better and 83% of students in Construction achieved a Band 4 or better. Finally Vet frameworks continue to be a stronger performer and a valuable pathway for students and around 30% of our students have been accepted into university through SRS or other application programs independent of the ATAR program. Most importantly it is pleasing to know most of our students continue to end up in post school destinations they desire.

- support students to value schooling outcomes
- Development of programs and structures that better communicate to parents ensuring parents are informed
- Increase the opportunity for parents to be involved in school activities that create a stronger school – parent connection
- Focus on developing structures that provide teachers with lesson observation, feedback and teaching and learning support across the school
- Focus on improving the appreciation and implementation of a quality learning culture across the school
- 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.
- Ensure consistency of application of behaviour management processes by all staff and timely feedback to parents

taking on leadership roles within the school.

In 2018 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, recognise the opportunities that exist within universities and further developed the leadership skills of our Aboriginal students.

It is not possible to specifically report on student outcomes for literacy and numeracy due to a small cohort making the data unreliable and identifying. It can however, be stated that the results for Aboriginal students were quite strong in 2018. In most instances in Year 7 we saw results above the state and similar school group average. In Year 9 we saw results slightly below state average but above our similar school groups. There are no areas which are significantly below these measures.

Policy requirements

Aboriginal education

In 2018 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 2018 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 including the introduction of a more consistent and frequent implementation of Sista Speak and Bro Speak.

We maintained the engagement of an Aboriginal SLSO who provided additional support for the effective development of PLP's for all Aboriginal students and we continued to employ our Aboriginal In-Class Tutor.

In 2018 we worked at embedding Wiradjuri as our LOTE (Language Other Than English) and we had several staff members commence their own studies with CSU to attain qualifications in Wiradjuri language, solidifying our commitment to Aboriginal languages. We saw students in Year 7 and Year 8 study Wiradjuri, and in 2018 our first HSC cohort for Aboriginal Studies graduated.

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

Multicultural and anti-racism education

During 2018, 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 2018 – 2020 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. These programs and processes are embedded in strategic direction 3 of creating a positive, cohesive and aspirational school community.

During 2018 Young High School participated in identified multicultural community events including Harmony Day/Multicultural Day celebrations and the Lambing Flat festival celebrating the Chinese heritage of our past. In 2018 our school maintained our membership with the Young Multicultural Association and our school continues to have representation on this committee. 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. The school has an identified Anti-Racism Contact Officer who provided support and assistance as needed to students, families and staff