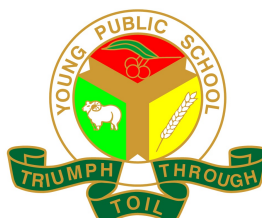


Young Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Young Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

The Melbourne Declaration on Educational Goals sets out the moral imperative on which Young Public School's ethos and collective vision is based. All teachers and staff at Young Public School are committed to developing children to become successful learners, confident and creative individuals, and active and informed citizens.

School context

Young Public School serves the communities in the Young District. Situated in the South–West Slopes, Young is four hours south–west of Sydney and two hours from our nearest major centres of Canberra and Wagga Wagga. Major industries and employers include agriculture, viticulture, horticulture, retail, construction, engineering, and services. We are part of the Southern Tablelands School Network. Twenty mainstream classes and two support classes cater for the needs of approximately 540 students.

Distinctive attributes of the school include: our school band and music program, our comprehensive range of wellbeing programs, and the commitment and engagement of staff to ongoing professional development. This includes participation in evidence–based programs Best Start, L3, Focus On Reading, Teaching Early Numeracy (TEN), BounceBack! and the implementation of the MultiLit suite of programs.

Our students benefit from our inclusive and nurturing approach which develops the wellbeing of our students to ensure successful learning.

Young Public School has developed and maintained partnerships with Young High School, Young North Public School, through the Hilltops Organisation Of Public Schools (HOOPS) network; Young Small Schools, Young Regional School of Music and Young Shire Council.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Empowering our Learners

Purpose

Students are equipped to be 21st Century learners.

Our purpose is to develop the cognitive skills as well as non-cognitive dispositions in all children, in order to develop lifelong 21st century capable learners.

Improvement Measures

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Students are aware of and are showing expected growth on internal student achievement data.

Improved levels of student learning and engagement.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Development of visible learners who can articulate how they learn, whilst setting and achieving learning goals.

STEM learning supports development of empowered students.

Non-cognitive skills are developed through ongoing implementation of BounceBack.

Evaluation	Funds Expended (Resources)
<p>VL: PL plan for 2020 required to further consolidate and embed LISC and LD into practice.</p> <p>PBL: PL plan for 2020 to ensure 100% implementation and consistency with all staff. Data: Minor improvement in suspension data: suspensions drop from 2.19% per enrolled student to 1.12%. 30 suspensions in 2018 drop to 27.</p> <p>STEM: All classes access robotics/coding opportunities; all classes share (between 2/3 classes) class sets of laptops housed in charging trolleys.</p> <p>LI: NAPLAN data shows average scaled growth above state average in all domains. At or above expected growth is above state average in all domains except numeracy. Students in Top 2 Bands is above 30% in Reading in Years 3 and 5. Average scaled growth for Aboriginal students at or above expected growth is significantly above state average in reading, writing, and numeracy.</p>	<p>VL: Executive team, stage teams</p> <p>PBL: PBL team, executive team</p> <p>STEM: RAM equity</p> <p>LI: Executive team and then share with teaching staff</p> <p>Learning Environment: RAM equity</p>

Process 2: Collaborative Practice

Develop and strengthen shared practice within the HOOPS (Hilltops Organisation of Public Schools) network to enhance transition.

Engage and build capacity of parents and community to support student learning.

Evaluation	Funds Expended (Resources)
<p>Visible Learning: The HOOPS Network continues to work at developing a set of consistent practices to support student learning outcomes. In 2019, the partner schools have developed the quality of learning intentions and success criteria through combined professional learning, and then ongoing implementation within the schools. The learner dispositions developed by the</p>	<p>VL: executive teams</p> <p>PBL: executive team</p> <p>LI: externally funded, executive team</p>

Progress towards achieving improvement measures

network continue to be explicitly taught to all primary students, so that students transition to Year 7 with the same 21st Century learning skills.

Positive Behaviour for Learning: The PBL Team has developed a whole-school action plan for the implementation of Positive Behaviour for Learning at YPS, so that there is a supported, consistent, collaborative evidence-based approach to supporting student wellbeing and behaviour. Following whole-school community surveys to develop three core values that underpin the implementation of PBL. All staff have collaborated to develop and utilise the same consistent and high-expectation approaches to behaviour. Baseline student behaviour data has been collected and will remain an ongoing focus for measuring impact and identifying students requiring additional support.

Strategic Direction 2

Data informs practice

Purpose

Effective use of data leads to improved teaching efficacy.

Our purpose is to develop a school-wide practice of data collection and analysis, in order to identify student achievements and progress and to inform teaching practice.

Improvement Measures

All teaching staff engaged in data collection and collaborative analysis, leading to modified practice in response to student need, as identified through programs and observations.

Increasing the number of students in the top two bands of NAPLAN. All students make one year's growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Evaluative Practice

Develop consistent data collection, analysis and evaluation in order to respond to student learning needs.

Evaluation	Funds Expended (Resources)
<p>Data is consistently collected from Kindergarten to Year 6. All teachers are engaged with data analysis. Data sets include PAT data; Dalwood Spelling data; various reading data including YARC; benchmarking, and phonics assessment; NAPLAN data, writing data. Data is collected and analysed at a Stage and class level. Cohort data analysis occurs for years 3 and 5 in NAPLAN. The leadership team is working towards consistently using these data sets to evaluate the impact of professional learning and teaching practices. In K–6, student writing data is analysed by the classroom teacher and the instructional leader leading to inform professional learning that is responsive to student learning needs. Reading data from K–2 has been evaluated and is informing professional learning needs for reading instruction for K–2 teachers. Student learning data determines the learning support for all learners resulting in significant growth of struggling readers in years 1 to 6. Numeracy data has informed a professional learning focus for Stage 2 and 3 in quantifying number.</p> <p>NAPLAN data shows average scaled growth above state average in all domains. At or above expected growth is above state average in all domains except numeracy. Students in Top 2 Bands is above 30% in Reading in Years 3 and 5. Average scaled growth for Aboriginal students at or above expected growth is significantly above state average in reading, writing, and numeracy.</p>	*Various assessments

Process 2: Collaborative Practice

Personalised Learning: Develop collaborative processes to ensure consistent teacher judgement and learning based on formative assessment practices and timely, targeted intervention and feedback for all students

Evaluation	Funds Expended (Resources)
QTSS writing analysis completed indicates that teachers are completing more writing tasks with their students and then analysing student work samples to inform their teaching practice. Most teachers are recording their student writing data, and the Instructional Leader is focusing on consistent	Ongoing data informed practice EV evidence teams

Progress towards achieving improvement measures

data collection and building teacher capacity through development of explicit teaching practices; NAPLAN writing results demonstrate significant improvement in Years 3 and 5. All classroom teachers have input student writing data into progressions.

Collegial discussion and evidence collection promoted reflective practice and effective use of data to measure impact, and to provide ongoing professional learning focus.

SENA data used to support teacher capacity in students mastery of additive strategies, analysis of student numeracy data has led to the development of a student assessment tool for quantifying number for Stage 2 and 3. Baseline data has been collected and professional learning for Stage 2 and 3 teachers has been implemented to support quality teaching practices in quantifying number.

IL 0.4

Whole–staff meetings

Strategic Direction 3

Developing a culture of Instructional Leadership

Purpose

Developing teacher capability makes the greatest difference to student learning.

Our purpose is to foster teacher capability through developing a positive collaborative culture that develops skilled and high performing teachers.

Improvement Measures

Increased use of evidence-based teaching practices.

Improvement in Learning Development and Effective Classroom Practice as seen in School Excellence Framework v.2.

All students will achieve their year-appropriate expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Evaluative Culture

Implement systematic mentoring to develop high quality, research-informed teaching practices.

Evaluation	Funds Expended (Resources)
NAPLAN results confirm numeracy as an area for improvement with 17.87% of students in Year 3 and 22.78% of students in Year 5 achieving in Top 2 bands. NAPLAN results indicate ongoing significant improvement in student achievement data in writing, above state average in expected growth, and at or above expected growth.	Assessments – PLAN 2, persuasive marking criteria, diagnostic HIL assessment

Process 2: Professional Learning

Mentoring involves setting clear goals, monitoring student progress, managing curriculum, evaluating teaching and learning, and allocating resources to promote student learning and growth.

Evaluation	Funds Expended (Resources)
All staff have engaged in targeted professional learning that aligns with school plan. Professional learning is aligned to identified key practices of Visible Learning – Learning Intentions and Success Criteria, learner dispositions, and effective feedback is evident in all classes; Positive Behaviour for Learning; and narrow and deep focus on formative assessment practices in writing, and data skills and usage is impacting positively on student learning outcomes as demonstrated by NAPLAN data, where average scaled growth was above state average in all domains. At or above expected growth was above state average in all domains except numeracy. Students in Top 2 Bands was above 30% in reading in Years 3 and 5. Average scaled growth for Aboriginal students at or above expected growth was significantly above state average in reading, writing, and numeracy. Professional learning in the principles and practices of instructional leadership remain the focus in executive meetings and other professional learning opportunities. Participation in the Extended Induction for New Principals (Principal), Effective Feedback Pilot (Principal, Deputy Principal, Early Stage 1 Assistant Principal), High Impact Leadership (Stage 3 AP,	PL budget Whole staff meetings

Progress towards achieving improvement measures

Stage 2 AP, IL), and Quality Teaching Rounds (Stage 2 AP), and Data Skills and Usage (executive team), Evidence Into Action (executive team), and external validation (all staff) have continued to develop the practices of instructional leadership of the executive team and have supported the development of quality teaching practices for all teachers.

Process 3: PDP process supports professional development of all staff.

Evaluation	Funds Expended (Resources)
<p>All teaching staff complete PDPs that are aligned to School, Stage, and individual goals. All SASS staff complete PDPs that are aligned to their learning needs and those of the school. In particular, administrative staff aligned their goals to the ongoing learning associated with the new finance systems. SLSO staff goals were aligned to building their capacity to support students learning through evidence-based learning and behaviour interventions.</p> <p>Systems to support PDP completion to be developed for 2020, including coaching and mentoring time for all classroom teachers with their Assistant Principals. Regular mentoring time for the Assistant Principals with the Deputy Principal. The Principal to continue to mentor the leadership team in instructional leadership practices. The leadership team will continue to develop goal quality.</p>	Executive support

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Funding \$46 497	<ul style="list-style-type: none"> * Aboriginal Education Officer supported our Aboriginal students and their families with, engagement, attendance, access to health services, and access to culture * Learning support for Aboriginal students through access to evidence-based literacy programs MiniLit, MacqLit, and MultiLit, and 1:1 support, gifted and talented programs * Cultural opportunities for Aboriginal students through access to excursions, incursions, AECG camps, Proud & Deadly Awards
Low level adjustment for disability	RAM Low Level Adjustment for Disability \$85,353 Student-based funding support \$28 373	<ul style="list-style-type: none"> * Systematic literacy support from Years 1 to 6 with evidence-based programs MiniLit, MacqLit, and MultiLit * Support of students with significant needs
Quality Teaching, Successful Students (QTSS)	QTSS \$97 859 RAM Equity	<ul style="list-style-type: none"> * All mainstream teachers receive fortnightly mentoring focused on explicit teaching and utilisation of student data
Socio-economic background	RAM Socio Economic Background \$200 559 Flexible Wellbeing Funding \$34 741	<ul style="list-style-type: none"> * Systematic literacy support from Years 1 to 6 with evidence-based programs MiniLit, MacqLit, and MultiLit * Support of students with significant needs * Employment of Speech and Language Pathologist and Occupational Therapist, one day per week * Employment of Family Support Worker to assist with case-management of students with complex needs * Resources to support students * Resources to support teaching initiatives * Resources to support access to technology; laptop computers, robotics
Support for beginning teachers	Support for beginning teachers funds rolled over \$39 562	<ul style="list-style-type: none"> * Resources to support weekly mentoring and coaching * Targeted professional learning for beginning teachers

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	317	284	293	290
Girls	253	244	254	252

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	94.7	95.2	93.8
1	95.2	94.6	94.7	93.4
2	94.7	94.1	94.5	94.4
3	94.6	95.2	94.7	93.9
4	94.6	95	94.6	93.8
5	95	93.4	93.6	93
6	93.8	95.2	92.8	93.5
All Years	94.8	94.6	94.3	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.95
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	326,779
Revenue	5,554,149
Appropriation	5,390,535
Sale of Goods and Services	15,096
Grants and contributions	145,737
Investment income	2,105
Other revenue	675
Expenses	-5,477,521
Employee related	-4,825,663
Operating expenses	-651,858
Surplus / deficit for the year	76,628

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	564,805
Equity Total	519,211
Equity - Aboriginal	46,497
Equity - Socio-economic	200,559
Equity - Language	5,385
Equity - Disability	266,770
Base Total	3,618,004
Base - Per Capita	131,374
Base - Location	14,517
Base - Other	3,472,114
Other Total	469,077
Grand Total	5,171,097

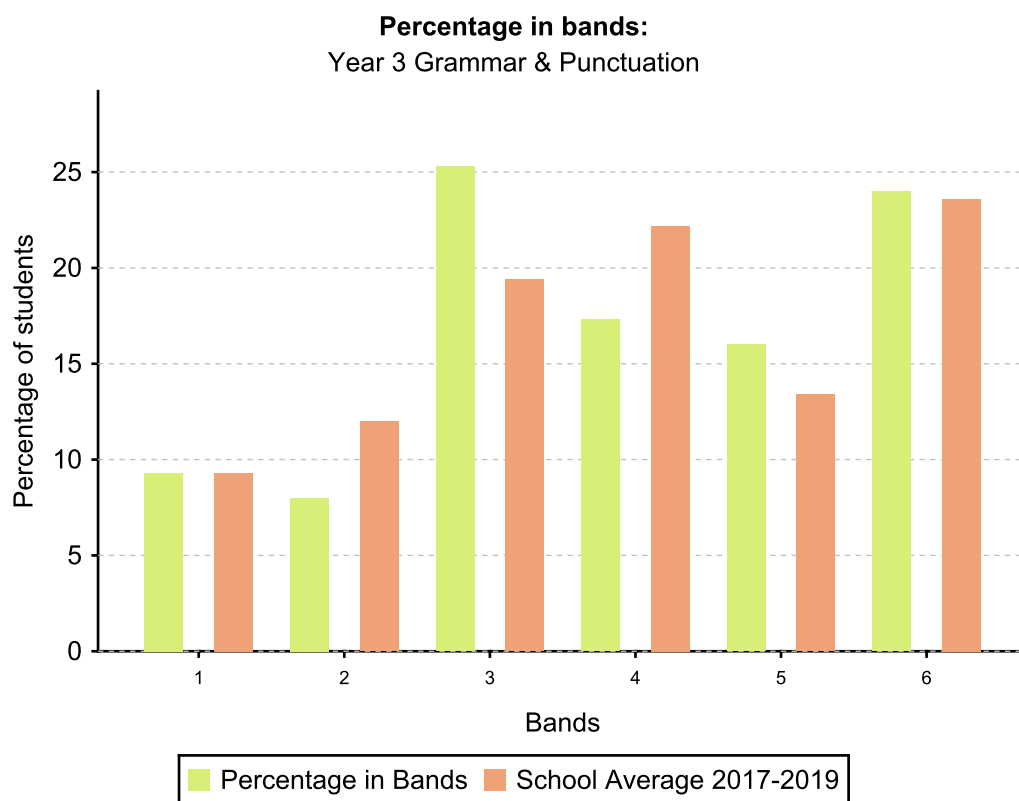
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School performance - NAPLAN

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.

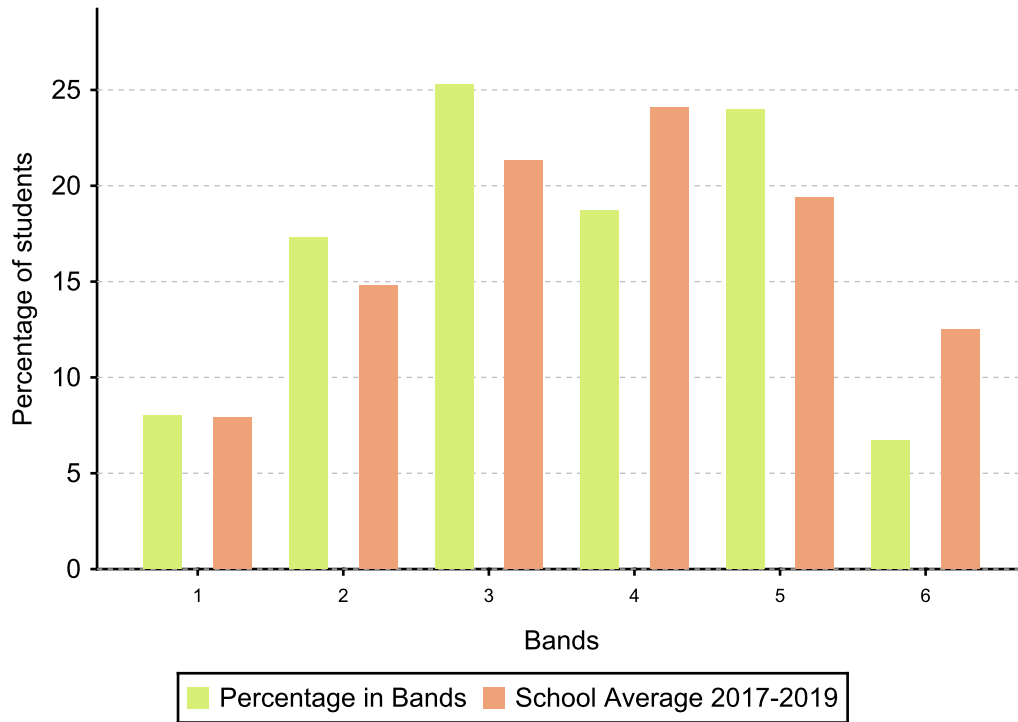
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



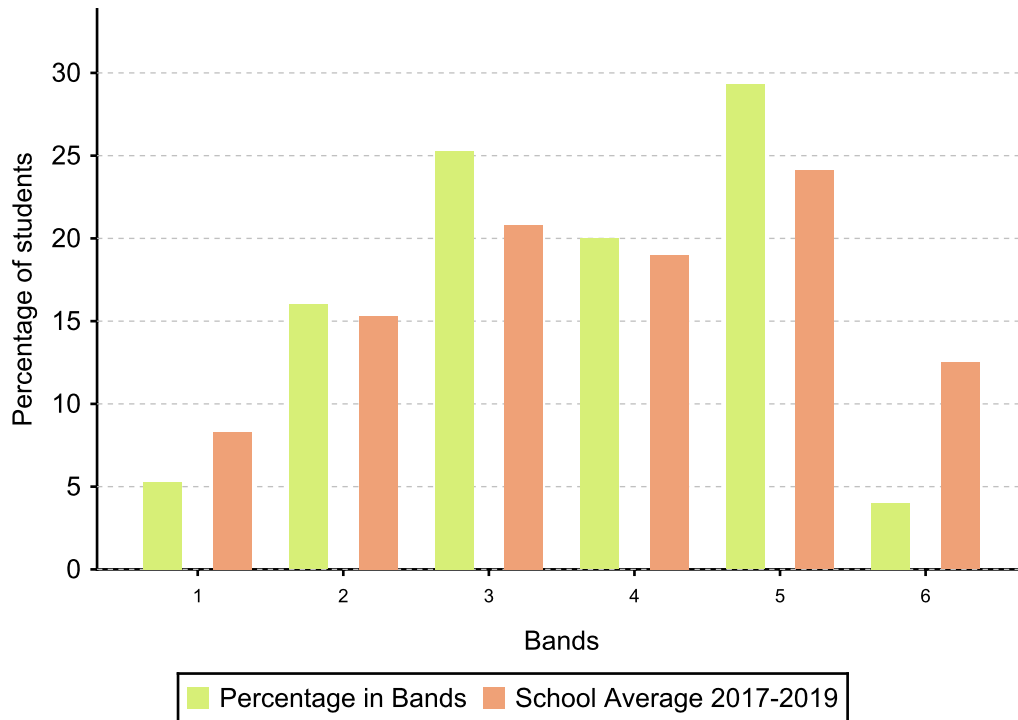
Band	1	2	3	4	5	6
Percentage of students	9.3	8.0	25.3	17.3	16.0	24.0
School avg 2017-2019	9.3	12	19.4	22.2	13.4	23.6

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	8.0	17.3	25.3	18.7	24.0	6.7
School avg 2017-2019	7.9	14.8	21.3	24.1	19.4	12.5

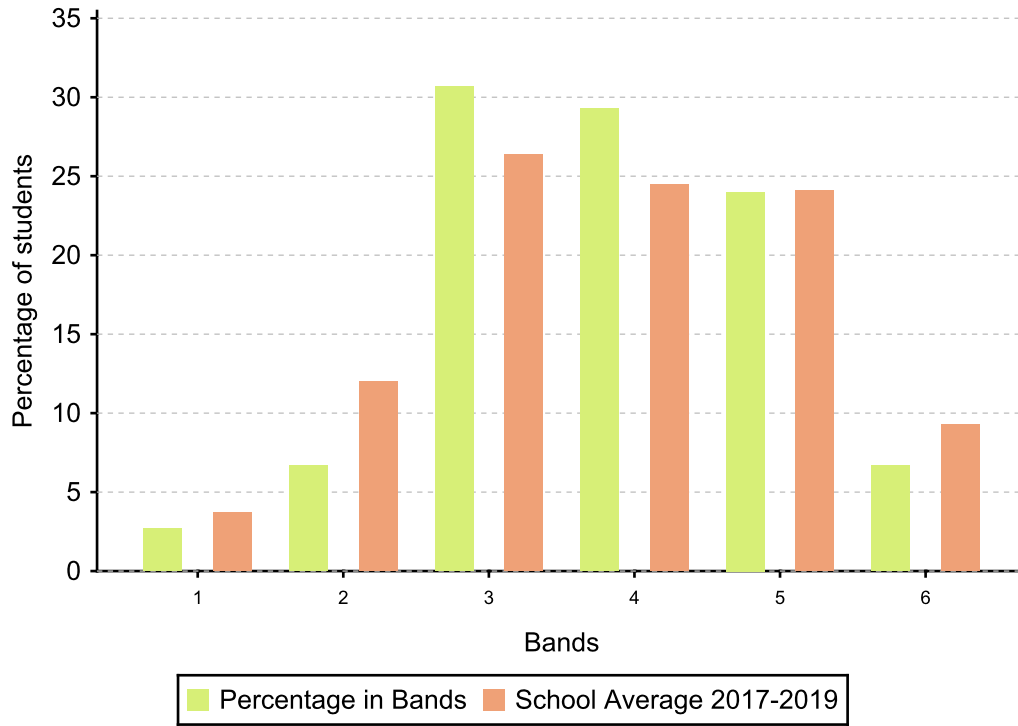
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	5.3	16.0	25.3	20.0	29.3	4.0
School avg 2017-2019	8.3	15.3	20.8	19.0	24.1	12.5

Percentage in bands:

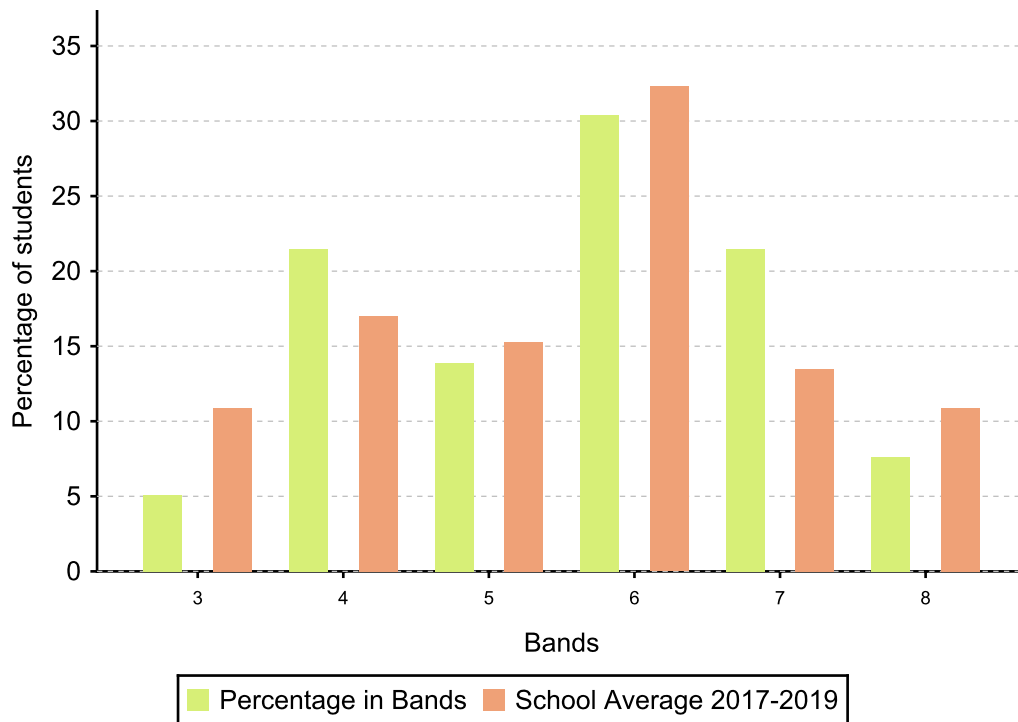
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	2.7	6.7	30.7	29.3	24.0	6.7
School avg 2017-2019	3.7	12	26.4	24.5	24.1	9.3

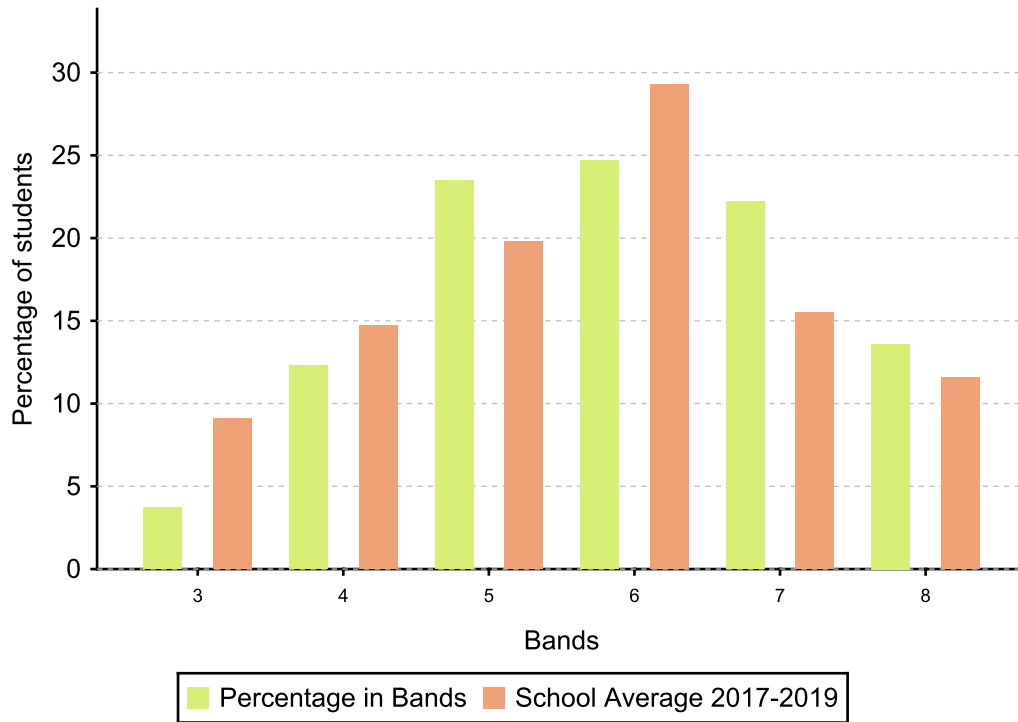
Percentage in bands:

Year 5 Grammar & Punctuation



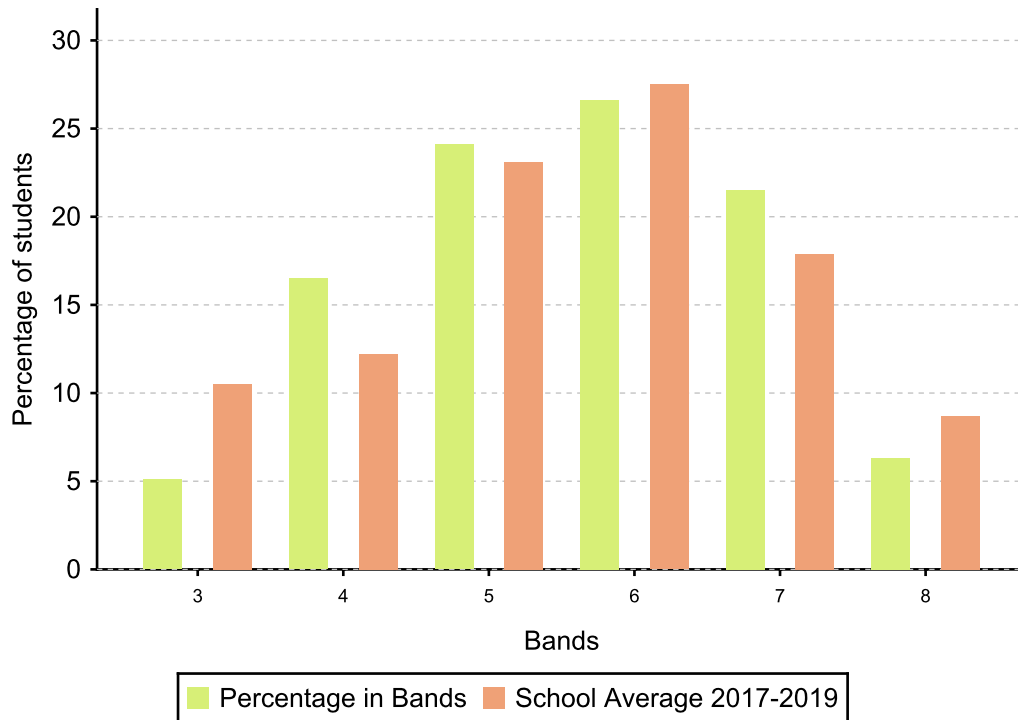
Band	3	4	5	6	7	8
Percentage of students	5.1	21.5	13.9	30.4	21.5	7.6
School avg 2017-2019	10.9	17	15.3	32.3	13.5	10.9

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	3.7	12.3	23.5	24.7	22.2	13.6
School avg 2017-2019	9.1	14.7	19.8	29.3	15.5	11.6

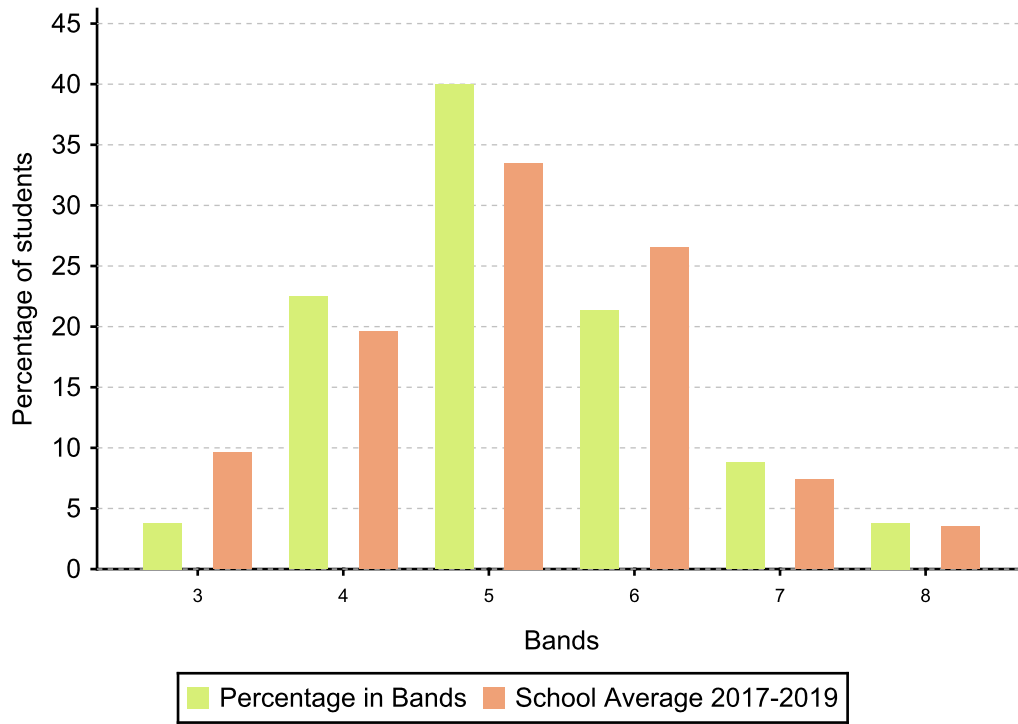
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.1	16.5	24.1	26.6	21.5	6.3
School avg 2017-2019	10.5	12.2	23.1	27.5	17.9	8.7

Percentage in bands:

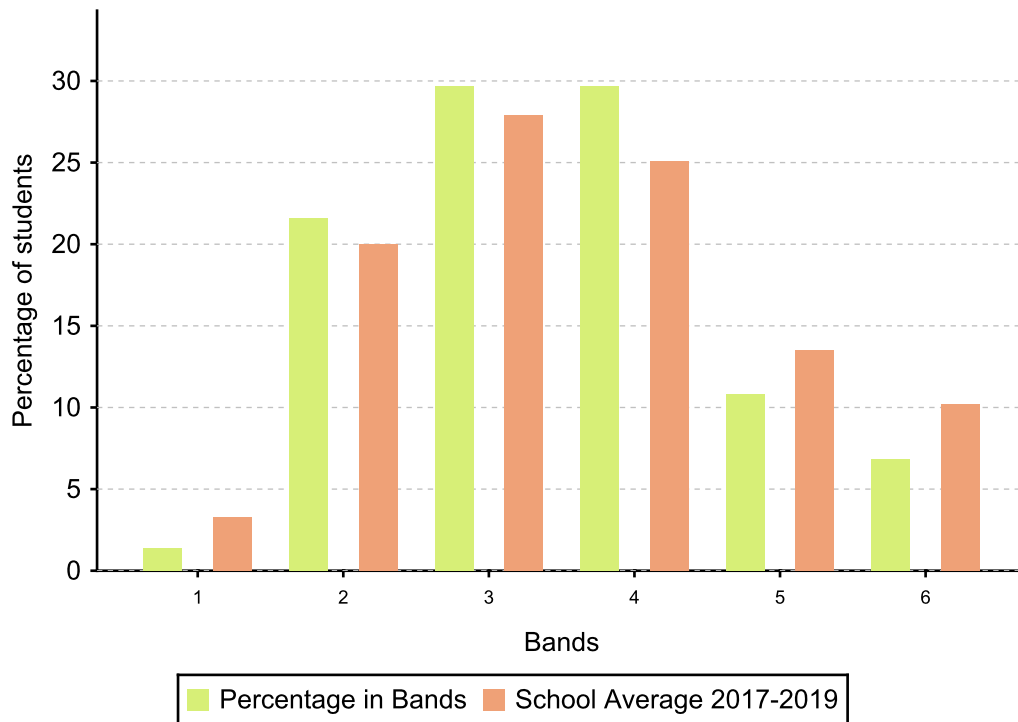
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.8	22.5	40.0	21.3	8.8	3.8
School avg 2017-2019	9.6	19.6	33.5	26.5	7.4	3.5

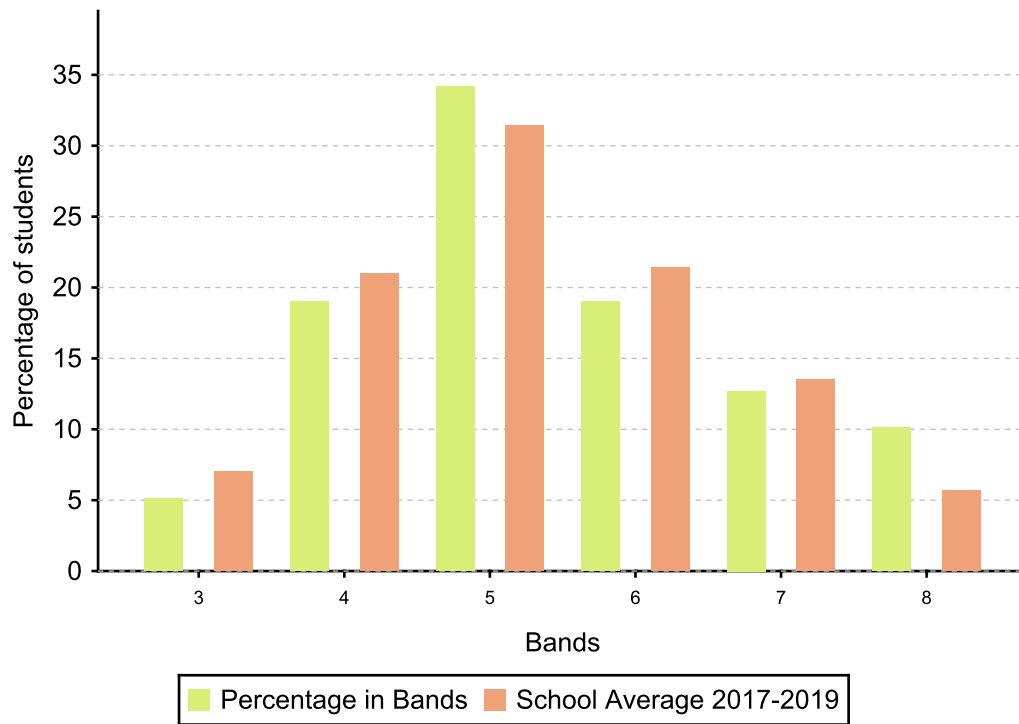
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.4	21.6	29.7	29.7	10.8	6.8
School avg 2017-2019	3.3	20	27.9	25.1	13.5	10.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.1	19.0	34.2	19.0	12.7	10.1
School avg 2017-2019	7	21	31.4	21.4	13.5	5.7

Parent/caregiver, student, teacher satisfaction

In 2019 Young Public School chose to participate in the Tell Them From Me Survey (TTFM) of Parents/Caregivers, Students, and Teachers. High participation rates in the Tell Them From Me (TTFM) survey helps schools reliably identify areas of strength and areas for improvement from the perspective of parents, students, and teachers.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Student Outcomes and School Climate Survey – 210 respondents

Social–Emotional Outcomes

Student participation in school sports YPS 88%, State Norm 83%

Student participation in extracurricular activities YPS 48%, State Norm 55%

Students with a positive sense of belonging YPS 66%, State Norm 81%

Students with positive relationships YPS 85%, State Norm 85%

Students with positive behaviour at school YPS 83%, State Norm 83%

Students who are interested and motivated YPS 57%, State Norm 78%

Drivers of Student Outcomes

Effective learning time YPS 7.8, State Norm 8.2

Students who are victims of bullying YPS 32%, State Norm 36%

Positive teacher–student relations YPS 7.8, State Norm 8.4

Positive learning climate YPS 6.6, State Norm 7.2

Expectations for success YPS 7.8, State Norm 8.7

Relevance of learning YPS 7.6, State Norm 7.9

Students were at or above State Norms for sports participation, positive relationships, and positive behaviour at school.

Students reported lower levels than the State Norm for bullying

Students were below State Norms for positive sense of belonging, extracurricular, motivation, positive teacher–student relationships, expectations for success, and positive learning climate.

Perspectives of Parents – 80 respondents

Parents feel welcome YPS 7.4, State Norm 7.4

Two–way communication with parents YPS 6.3, State Norm 6.6

Parents support learning at home YPS 7.5, State Norm 6.3

School support learning YPS 6.9, State Norm 7.3

School supports positive behaviour YPS 7.7, State Norm 7.7

Safety at school YPS 6.9, State Norm 7.4

Inclusive school YPS 6.6, State Norm 6.7

Parent responses were at State Norms for: parents feel welcome, and school supports positive behaviour.

'Focus on learning' Teacher Survey – 29 respondents

Eight Drivers of Student Learning

Leadership YPS 6.6, State Norm 7.1

Collaboration YPS 7.1, State Norm 7.8

Learning Culture YPS 7.6, State Norm 8.0

Data Informs Practice YPS 7.4, State Norm 7.8

Teaching Strategies YPS 7.7, State Norm 7.9

Technology YPS 5.9, State Norm 6.7

Inclusive School YPS 8.0, State Norm 8.2

Parent involvement YPS 6.8, State Norm 6.8

Four Dimensions of Classroom and School Practices

Challenging and visible goals YPS 7.0, State Norm 7.5

Planned learning opportunities YPS 7.3, State Norm 7.6

Quality feedback YPS 6.7, State Norm 7.3

Overcoming obstacles to learning YPS 7.5, State Norm 7.7

Results show that we are below State Norms for all indicators.

Where to next:

Survey results were analysed and evaluated by the the leadership team and then delivered to staff resulting in the following:

- Analysis and reflection on current practices and future opportunities including the ongoing implementation of Positive Behaviour for Learning, Tiered Interventions for learning and behaviour, and teacher professional learning that has a narrow and deep focus on student learning outcomes
- Continuous improvement of communication practices so that parents/carers have up to date information regarding supports available

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Other school programs

Young PS Band

The Young Public School Band had a very successful year in 2019. Junior Band had 15 members and Senior Band had 42 members. Instruments in the band include flute, clarinet, saxophone, trumpet, trombone, percussion, keyboard, glockenspiel, bass guitar and acoustic guitar. Our school band performed at the Canberra & Wagga Wagga Eisteddfods, gaining a Gold & Silver respectively. The band also performed at Education Week, Grandparents day, Cherry Festival Concert, Cherry Jam, Young Show, ANZAC and Remembrance Day ceremonies, as well as weekly assemblies. Some students attended the Regional Riverina Band Camp in Wagga in Term Two. The camp was held for a week with students being tutored by music professionals, and students who attend improve their musicianship significantly. Our conductor, Mr Mark Corkery from the Young Regional School of Music, has continued to arrange his own music this year which has enhanced the quality and balance of the Band's performances and has truly engaged and inspired our students.

Sport

Achievements in sport included the following:

- * 17 students achieved State level competition in team and individual events
- * Students participated in state knockout competitions for cricket, soccer, rugby league, tennis, basketball, and rugby union
- * Students from Years 2 and 3, and those eligible from other grades participated in the intensive swimming program

- * 29 students participated in the Rotary Dream Cricket Gala Day for students who do not have the opportunity to regularly play cricket
- * 21 students participated in the Regional Swimming trials held at Albury, with 7 of these children progressing to State level
- * 183 students from Years 2 to 6 participated in the Boorowa Touch/Netball Carnival
- * 28 students participated in the Regional Athletic trials at Albury.
- * 5 students progressed to State level in athletics held in Sydney.
- * Students from Years 2 to 6 participated in the skills sessions for Country Rugby League, netball and cricket
- * Students participated in the Premier's Sporting Challenge again this year
- * 22 students travelled to Gundagai for Regional Cross Country with 1 student progressing to State Cross Country
- * 7 students with disabilities represented the school in boccia.

Debating

In 2019, Young Public School continued to offer debating and public speaking to our primary students. Two teams with students from Years 5 and 6, entered the NSW Premier's Debating Challenge, with one team progressing to the Regional finals. One student was selected for the Riverina Debating Team. 20 students from Years 3 to 6 participated in public speaking. Three students competed in the Multicultural Perspectives Public Speaking tournament.

Learning Support

Young Public School's Learning Support & Wellbeing Team continues to utilise a tiered intervention model to support students. MiniLit, MacqLit, and MultiLit Reading Tutor programs are evidence-based programs providing students with intensive reading support. Student progress is monitored regularly. Other interventions include individual and group support with Occupational Therapist and Speech Therapist; as well as evidence-based interventions such as Cool Kids, Seasons for Growth, and mentoring. Gifted and talented programs include extension mathematics groups, creative writing groups, and robotics and coding.

Library

Programs associated with the library at our school include the following: Premier's Reading Challenge – Young Public School continues to participate in the Premier's Reading Challenge, which it has done since its inception in 2001.

Leadership

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

Environmental education & sustainability

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

Transition program

The Kindergarten team has continued to support the transition of both parents and their children into the next phase of their lives. Our program reflects strong community engagement and a high level of information sharing. We open our school to our upcoming students 3 times in the second semester. Firstly, they visit our Kindergarten rooms with their preschool groups. Secondly, a Kindergarten Open Day was initiated so families are able to look through classrooms and see working classrooms. Lastly, our Early Start Program invited each enrolled student for 2019 to attend our school in mixed small groups over 3 half days to experience a snapshot of the school routine. The whole process provides

executive staff, school counsellor, health professionals and Kindergarten staff with valuable information to provide early support to our new students in 2019.

Young Public School continued to develop a strong working relationship with Young High School through the Linkages program. Students visited Young High School for afternoon sessions during term 2 and term 3, building up to full days at the end of the year. Year 6 students also participate in various additional activities at Young High School, such as the Ray Ferguson Maths Challenge, and the MADD Night creative and performing arts production.

Other School Achievements

- * Ongoing commitment to intensive professional learning for all teachers, including InitialLit in some K–2 classes
- * The commencement of the implementation of Positive Behaviour for Learning, to support improved student learning and behaviour outcomes
- * Implementation of Positive behaviour for Learning to improve student learning and wellbeing outcomes
- * School Chaplaincy Program for 2012–19 operated very successfully during 2019, offering evidence-based interventions including BounceBack and Seasons for Growth
- * Supporting student wellbeing by broadening playground and participation options with games and special equipment, including lunchtime clubs and organised games
- * Many classes have established class gardens and have been able to prepare and eat their produce
- * Continuation of mindfulness program, Smiling Mind; and positive psychology program, BounceBack!, to improve student wellbeing
- * Ongoing commitment to evidence-based learning support program reading Tutor suite of programs, MiniLit, MacqLit, MultiLit
- * Establishment of third support class including a new Assistant Principal in Special Education
- * Supporting students development of computational thinking, coding skills, problem solving, and collaborative practice through purchase of class sets of age appropriate robots
- * A total of 133 major awards were achieved in the International Competitions & Assessments for Schools competition – 5 High Distinctions, 19 Distinctions, 57 Credits & 21 Merits
- * Four students participated in the regional finals of the Premier's Spelling Competition
- * One student competed in the Regional Multicultural Perspectives Public Speaking Competition
- * Our school band performed at the Canberra & Wagga Wagga Eisteddfods, gaining a Gold & Silver respectively. The band also performed at Education Week, Grandparents day, Cherry Festival Concert, Cherry Jam, Young Show, ANZAC and Remembrance Day ceremonies, as well as weekly assemblies.
- * Student fundraising: Stewart House \$135, World Vision – our sponsored child, Sanyu Naluyange \$578.55, Crazy Hair Day \$418, Do it for Dolly \$568, Diabetes Australia \$620
- * Students achieved 52– 1st Bronze awards; 23 – 2nd Bronze awards; 17 – Silver awards; 9 – 1st Bronze after Silver awards; 10 – 2nd Bronze after Silver awards; with 16 students achieving the much coveted, yet difficult to attain, Gold award. 4 students achieved Bronze award after Gold; 1 student achieved a 2nd Bronze award after Gold;– 2 Students achieved Silver after Gold; 1 student achieved 1st Bronze after Silver after Gold
- * Various classes visited the Mercy Care Centre and Retirement Village to perform dance and musical items
- * 418 students participated in the Premier's Reading Challenge for the 18th consecutive year, with 9 students achieving Platinum level, 60 students achieving Gold level, and 349 achieving Participation certificates