

Young High School 2019 Annual Report



8155

Introduction

The Annual Report for 2019 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.

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 2019 we continued to see sustained and strategic change across the school and student numbers continued to grow. Once again, we saw a 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 2019 our school community collaboratively continued to implement the 2018 – 2020 School Plan. We continued to focus on our three strategic directions of:

- * 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 the school vision is best described through the 5 key elements which include:

- * The sustained development of teacher excellence that provides each and every student with the very best learning opportunities and the very best well-rounded holistic education.
- * The strategic acquisition of resources, including appropriate digital technologies to support 21st century learning.
- * The embedding of outstanding, structured and proactive wellbeing programs that support our students, their families, our staff and the wider community of Young.
- * The implementation of comprehensive, future focused curriculum structures that support student engagement and achievement in meaningful learning programs of maximum benefit to today's learner.
- * The development of strong educational networks within our community and beyond.

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 implementing and embedding the principles of evidenced based teaching strategies such as ALARM and Visible Learning into our teaching practice to maximise student success. In 2019 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. We continue to have one of the highest intakes into the Virtually Selective High School, Aurora College based in Sydney that supports our students in a rural setting. Our careers programs continue to be strong with one of our Year 11 students being accepted into the University of Canberra fast forward program to commence his university studies in 2020 while he completes his HSC.

In 2019 we have continued to work on providing strong and innovative holistic care through our Care Connect centre which supports students and families to connect to wellbeing support of all kinds. This is a project which continues to be strongly supported by the WHIN initiative. The Young High School Care Connect and WHIN initiative has been recognised by Health and Education as a model of best practice and other areas and schools are investigating its success to implement similar models across the state. We are appreciative of the ongoing involvement from the support services that access Care Connect to provide support to our school community.

Using student, parent and staff feedback, through the Tell Them From Me Survey, we further refined our wellbeing and discipline structures and strengthened the House system that continued to further support a focus on school house culture and allowed a more strategic and streamlined approach to support student wellbeing and behaviour. This system also supported the development of stronger house spirit and school cohesion.

As a school community and as a town we continue to be creative and focus on providing the very best opportunities for the youth and people of our town. The joint library facility project with Hilltops council commenced in 2019. This innovative project will continue into 2020 providing a unique and incredible opportunity for our community to access the most modern, flexible and ground-breaking facilities that promote 21st century learning and lifelong learning for all ages from within the Hilltops region.

Young High School continues to be a leader in Aboriginal Education. In 2019 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 2020 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

The Young High School P&C would like say what a great year it has been and would like to thank you all for your support. Each year we have had one major fundraiser as well as our Christmas raffle and operating BBQ's at the swimming carnival each year, which unfortunately was rained out this year. In 2020 we're planning on broadening our horizons and are we're planning on implementing some new ideas for fundraising.

In 2019 as a group we have achieved many great things:

- * The installation of the soccer goals on the oval that were built by MA Steel and installed with the assistance of parent volunteers and we would like to thank them for their time and skills in providing this resource for our students.
- * The purchase of new soccer uniforms and new touch football shorts for the teams that are regularly competing at state level.* Initiated a return and earn campaign which will be introduced in the new year.
- * The sourcing of new Young High School league tag uniforms and swimming caps along with Young High school football socks that we hope to have available for purchase at the school in 2020.
- * Purchased and replaced new seats for the school's bus to assist the school in being able to keep the bus in peak condition for the safety and wellbeing of our students.
- * Other purchases included Lego for use in the Care Connect facility.

We are very proud to be able to do these things for our students. As a group of volunteers, we are always looking for more parent helpers and your presence and assistance is welcomed at any time, and even if you aren't able to attend the monthly meetings you can always call the school to put your name down to assist with other fundraising

opportunities.

Each year we have parents come and go and this year we would like to acknowledge the hard work and dedication of one of our long-term members.

Mrs Mandy Butt has been with the P&C since 2014 and has dedicated many of her hours to the school and the P&C. She has spent many of those years as President and has most recently been Secretary of the group. Mandy has guided the group through many fundraising and decision making occasions and has always made the needs of the school and it's students a priority. As Mandy's children have both now graduated, she no longer has any students at YHS and she will be retiring from P&C in March 2020. We would like to congratulate Mandy and thank her for her unwavering guidance, welcoming personality and wealth of knowledge that she has brought to the group as a whole.

Congratulations to the senior executive team, executive team and staff for a successful year and our strong working relationship. Our aim as 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.

Tania Noyes

President 2019–2020

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, holistic education that meets the academic, social and emotional needs of all our students. This is done in an enjoyable, safe and supportive environment that is inclusive of everyone with a positive and friendly setting.

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

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

School context

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

It is a comprehensive government high school with a steady enrolment of approximately 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 Wellbeing 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 4 Multicategorical (MC) support classes. 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework 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.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Throughout 2019 the Executive team at Young High School engaged in further developing and strengthening their knowledge and understanding of the School Excellence Framework. The team 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 and monitoring the milestones in the School Plan. A rigorous and collaborative process distributing leadership and responsibility across all executive members has allowed the team to gather evidence to support our agreed position for each element within the framework.

Ongoing analysis of the school plan and evidence has provided the opportunity for us to identify the aspects of the School Excellence Framework that Young High School is clearly addressing. The School Excellence Framework identifies three levels of delivery across the three domains of Learning, Teaching and Leading. These levels of delivery are: * Delivering* Sustaining and Growing* Excelling

Using the results of the School Excellence Framework Self-Assessment Survey and other evidence sources, the school executive has 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 2019 Young High School focused on the Learning Culture, Wellbeing and Curriculum. Ongoing focus of embedding key concepts of the School Plan meant continuation of quality teaching and learning

principles. The staff continued to work to embed evidence-based practices such as ALARM, Visible Learning and the Quality Teaching Framework throughout the teaching and learning process. 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 continued focus was placed on curriculum structures that engage students in their areas of interest. This is evidenced through the Winanggaay Place of Learning and the Stage 5 school-based interest elective structure. 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 needs 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 participation and positive behaviours across the school during 2019. The strengthening of the positive reward system and the house system throughout 2019 increased the students sense of belonging. Further, our Care Connect facility has provided intervention and support for students and families connecting them to services that support student and family wellbeing. We continue to work with our culturally diverse community and our thorough Aboriginal education programs are providing promotion and support to our Aboriginal community.

In the **Domain of Teaching**, in 2019 Young High School focused on Effective Classroom Practice, Data skills and use, and Learning and Development. Teachers have focused on refining, reviewing and developing new teaching and learning programs to support adjustment of current programs and the introduction of new courses. Staff continue to engage in developing programs that align with school priorities to support inclusive and differentiated teaching practices which allow all students to engage in meaningful and accessible learning experiences. Effective whole school classroom management practices were continued through the structure of our House System. Staff were supported to implement appropriate classroom management techniques that supported student behaviours, promoted positive behaviours and allowed a focus on student engaging in quality learning experiences. Ongoing provision of targeted Professional Learning for staff to effectively implement school priorities and quality teaching practices continued throughout 2019. The school placed focus on supporting staff to use data more effectively and consistently and this was achieved through executive support and professional learning sessions. The continuation of the professional learning structure at Young High School in 2019 provided an opportunity for faculties to explicitly focus on analysing data and implement teaching and learning opportunities to address areas identified through HSC, SCOUT and NAPLAN data sources. Throughout 2019 staff have engaged in collaborative methods across a variety of school priorities and this has supported them to engage in reflective practice allowing for professional growth and the development of school programs and practices. Strong and clear support structures have assisted teachers new to the profession to support them to engage in reflective practice and adopt best practice to support students.

In the **Domain of Leading** in 2019 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 their areas of interest. During 2019, 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. 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 2019 the leadership team of the school were responsive to the needs of the school community as outlined in feedback obtained through various surveys and data sources. This information has supported informed decision making for directions in 2020 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.

Improvement Measures

Increased student performance in external exams including HSC and NAPLAN.

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.

Increased student engagement, satisfaction and attendance as reported in the Tell Them From Me Survey (TTFM).

Increased evidence of literacy and numeracy embedded in teaching and learning programs as determined by annual program audits across KLA's.

Overall summary of progress

During 2019 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; Staff Development Sessions; Executive Sessions and the timetabled faculty professional learning sessions each fortnight. 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 embedding the ALARM processes within the school. This included implementation of ALARM across Stage 5. This was further supported in 2019 by professional learning to develop staff skills in Visible Learning and we continued to work with our partner schools to develop a community of schools understanding of Visible Learning. Learning intentions and success criteria were embedded in teaching practice across all KLAs with particular focus on stage 4 – Year 7. A focus was placed on introducing learning dispositions to staff and students. A continued focus was placed on the language of the Quality Teaching Framework to the executive establishing a clear link 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

Process 1: • **Staff work collaboratively and proactively to develop and implement teaching and learning programs that provide explicit scaffolding and structure. Programs support students to develop mutual responsibility for building knowledge, skills and engagement in all classrooms. This is effectively supported by a consistent whole school approach to implement evidence based best practice programs that support teaching and learning.**

Evaluation	Funds Expended (Resources)
In 2019 all staff at Young High School engaged in professional learning and the implementation of Visible Learning principles. Focus was directed to Stage 4 – Year 7, embedding learning intentions and success criteria into all units. Visible Learning resources in regards to learning dispositions were made visible in all learning environments.	\$30,000 Whole staff professional learning on Visible Learning; learning space resources for implementation \$5000 funded project; professional learning attended by the team

Progress towards achieving improvement measures

The impact of this included increased student engagement and understanding of their learning and where to next. Students became more self directed in their learning and taking more responsibility for their own learning.

Staff participated in solo taxonomy professional learning providing a tool for assessment to identify key competencies in the teaching and learning process.

Evidence of this impact was completed through teaching and learning programs, observations and expectations and student surveys.

The next step in 2020 is to continue the implementation of Visible Learning across additional faculties. The next step in this project will be whole staff professional learning, focusing on 'Feedback That Makes Learning Visible' with the Leadership into Action team guiding, implementing and monitoring throughout 2020.

'Feedback Pilot project.'

Process 2: • **All teaching staff work collaboratively and cohesively to design and implement teaching and learning programs to support student growth in literacy and numeracy outcomes in line with Premier's NAPLAN Priorities through the explicit implementation of Quality Teaching principles in teaching and assessment strategies.**

Evaluation	Funds Expended (Resources)
<p>In 2019 the school continued with Maths Pathways programs for students in Years 7 and 8. The aim of this program was to provide students the opportunity to self pace through the learning and the program differentiated the learning to suit the student needs through regular diagnostic testing. This enabled teachers to provide explicit teaching based on student need for individual and groups of students. The learning from this program has led to implementation of project based learning in 2020.</p> <p>In 2019 Young High School continued with the ALARM (A Learning and Response Matrix) writing scaffold in stage 5 and 6. This evidence based approach will provide valuable insights as we continually support ongoing improvement of student outcomes across faculties in the area of writing. Staff continue to build their capacity in consolidating the use of this scaffold to support teaching and learning through ongoing delivery of curriculum. Due to turn over of staff there will be additional and ongoing training in using this tool to enable consistent practice across the whole school. Moving forward, systems will be developed to collect and evaluate evidence of impact from the use of this tool to drive improved student outcomes.</p> <p>All staff engaged in professional learning to identify and analyse whole school trends through RAP, NAPLAN, VALID and Tell Them From Me (TTFM) data. This resulted in staff being confident to apply these skills within faculty groups to identify areas of need and target teaching and learning to address this need.</p>	<p>PL coordinator and PL time for faculties embedded into the timetable.</p> <p>\$13,593 Maths Pathways (funded via a grant and RAM funding)</p>

Next Steps

In 2020 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 twelve months 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 targets; and student performance in NAPLAN and the HSC.

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.

Improvement Measures

Increased positive behaviours, decreased negative behaviours and increased student attendance across the school as evidenced through Sentral.

Increased student and staff wellbeing as evidenced through TTFM survey and internal survey data. An increase in staff participation in school and social events.

Increased successful intervention and support provided to students through the Wellbeing Hub.

Overall summary of progress

During 2019 Young High School continued to work on the implementation and embedding of the programs, practices and structures outlined in the 2018 – 2020 school plan. We focused on developing clearer, consistent structures that strengthened our wellbeing programs to provide both proactive programs and intervention structures that meet the needs of all students. We further strengthened our House system to place stronger focus on positive behaviours, school participation and rewards for those students modelling positive citizenship and good behaviours across the school.

We focused on delivering engaging activities that supported student wellbeing and created a sense of belonging through relationships aligned to the house system structure. In addition, we continued to engage the whole student body in our proactive wellbeing and awareness days and targeted activities that supported current local, national and international wellbeing priorities.

In 2019 we have continued to work on providing strong and innovative holistic care through our Care Connect Centre, which supports students and families to connect to wellbeing supports of all kinds. We continued to work collaboratively across sectors including the DPC, Health, FACS and NGO services to introduce innovative structures that supported our students and families. Young High School Care Connect and the Wellness Health In Reach Nurse (WHIN) initiative is now being promoted across the state as best practice of this model and other schools and health areas are investigating its success to establish similar models across the state.

Progress towards achieving improvement measures

Process 1: • **Development of structures, processes and platforms that strengthen wellbeing programs within the school. These programs provide advice, support, assistance and opportunity for students and staff in a positive and proactive space as well as through targeted interventions and support for individuals, as needed.**

Evaluation	Funds Expended (Resources)
In 2019 our school implemented the positive reward system as a reflection from the TTFM survey data where the school aimed to improve student sense of belonging and connectedness to school. This focused on recognising student achievement and effort across all areas. to improve student engagement. This program strengthened the school house system by acknowledging student contribution to their respective house group. This will	\$10,000 resources for implementation of positive reward system. \$10,000 Care coordinator position.

Progress towards achieving improvement measures

be further embedded in 2020.

Young High School introduced the Year 12 student mentoring program in 2019. This program involved staff mentoring Year 12 students to support them with the pressures throughout the HSC. This will continue in 2020. Ongoing feedback from students and staff will continually be collected to refine the mentoring program.

In 2019 the school identified a wellbeing focus each term and delivered activities and explicit teaching of these wellbeing areas. The activities were conducted in house care groups which provided further opportunities for students to build relationships and build leadership within their house groups. In 2020 there will be a review into the impact of this program and identify our future directions in supporting student wellbeing.

Process 2: • **Strategic development and implementation of high quality flexible curriculum structures and wellbeing services that are innovative and focused on supporting increased student connection and engagement in learning at school. These programs are strongly supported by cross sector collaboration and align with principles of the Wellbeing Framework.**

Evaluation	Funds Expended (Resources)
<p>Young High School continued to implement the Winanggaay Place of Learning (WPL) classroom for Stage 5 students in 2019. This classroom is to support and increase the level of engagement of students identified through the Learning and Support team and parent consultation. The impact of this structure has led to improved attendance for some students and a decrease in negative behaviour incidents for individual students. To further build upon this initiative in 2020 the delivery of teaching and learning has been adjusted and planning for transition into stage 6 is a key priority.</p> <p>The second year of implementation of the school based interest electives in stage 5 provided students with an increased choice of options. Twelve school based elective courses have been created by the school addressing student interest and skill development working toward competencies in each course. Students have provided feedback displaying increased level of interest and engagement. Moving forward into 2020 these courses will continue and further courses will be created to suit student interest. Student feedback will be used to guide course direction.</p> <p>Continuation of the WHIN (Wellness Health In-reach Nurse) pilot project involving the Department of Education and Murrumbidgee health working in partnership in supporting students to access external providers such as Family Referral Service; Child and Adolescent Mental Health; Karralika drug and alcohol counselling; PCYC; Marymead, Police; and Reconnect. In 2019 the student leadership team strongly promoted the Care Connect facility making it clear to our school community where and how they can access the services provided by Care Connect. This is a confidential service provided for students and their families. Funding will continue to support this project in 2020.</p>	<p>\$110,000 Winanggaay Place of Learning (WPL) teacher.</p> <p>\$5000 planning and programming days; resources for new school based interest electives.</p> <p>WHIN externally funded by health.</p>

Next Steps

In 2020 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 strengthen 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 continue to promote the facility ensuring our school community understand where and how they can access the services of the Care Connect Centre.

We will further strengthen the Winanggaay Place of Learning (WPL) and school based interest electives through adjusting the delivery of teaching and learning and introduce new courses to suit student needs.

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.

Improvement Measures

Increased student engagement, satisfaction and attendance as demonstrated by:

- 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

Increased parent participation in school events, activities as measured by school internal data and information provided in TTFM survey.

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.

Overall summary of progress

During 2019 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 2019 was to continue to implement and strengthen the professional learning model for all staff. The professional learning coordinator role was maintained with scheduled time throughout the timetable for faculty led professional learning. The professional learning model prioritised building staff capacity and explicitly implementing or embedding school priorities.

Staff worked collaboratively to strengthen structures during 2019 to evaluate opportunities, programs and practices that supported students in the space of teaching and learning, engagement, wellbeing and Aboriginal education.

Students were provided with a wide variety of opportunities to participate in programs. Some of these include: Public gallery art exhibitions, HOOPS participation, YHS Open Day, National Day of Action Against Bullying, AIME events, wellbeing presentations, Emergency Services day, Cyber bullying workshops, RAISE mentoring program, Brainstorm Production, Careers Expo with Young Rotary, Enrichment activities such as Tournament of the Minds; Da Vinci Decathlon; Dance, Drama, Band and Choir regional and state camps and performances as well as many sporting opportunities.

Progress towards achieving improvement measures

Process 1: • **Staff work collaboratively and proactively to develop and consistently implement programs, practices and school structures which support students and parents to engage in school life and the development of a positive school culture. Students are supported to develop aspirational thinking and a growth mindset by all stakeholders through clear and explicit explanation that support students to develop a clear understanding of expectations and responsibilities. Students and parents are provided with diverse opportunities to engage in school events, activities, programs and partnerships. These are developed to support positive school experiences for all sectors of the school community.**

Evaluation

Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>In 2019 Young High School increased the enrichment opportunities to engage students in extra curricular learning including: ICAS; STEM competition; Da Vinci Decathlon; Tournament of the Minds; School Spelling Bee. These enrichment activities also provided the opportunity for students to participate in regional and state camps such as dance, band, choir and drama. Students valued the opportunity to participate in these events and these will continue to be enhanced in 2020.</p> <p>A curriculum structure review was conducted and resulted in changes to staff allocation in 2020. This included the number of Year 7 teachers being reduced and the delivery of co-teaching of Maths and Science in 2020. Stage 5 History and Geography course have been timetabled across one semester. Moving forward into 2020 further curriculum structure changes to be investigated and implemented to improve student outcomes.</p> <p>Our Aboriginal students were provided the opportunity to participate in and attend the AIME program through University of Canberra. The aim of the program was to build aspirations for future pathways. Students engaged in the ongoing program throughout 2019. This program is further supported by the stage 6 ATSI mentoring program with funding being provided by Maranirra. We look forward to continuing our relationships with these external supports to build educational aspirations for our Aboriginal students.</p>	<p>\$ 6000 Curriculum Structure stage 4 review – team to attend professional learning 'Project Nest'</p> <p>\$ 1500 Enrichment Programs and activities</p> <p>\$20,000 Maranirra funding for Aboriginal mentoring program.</p> <p>\$89,712 Aboriginal background funding (Aboriginal education officer and AIME costs)</p> <p>\$5000 support AIME program</p>

Process 2: • **Staff collaboratively develop strategic structures, school practices and a transparent distributed leadership model that supports professional growth allowing for effective implementation of school priorities. Staff engage with well-structured professional learning programs which builds their capacity to undertake leadership of a whole school responsibility to provide increased engagement, opportunities and positive experiences for all.**

Evaluation	Funds Expended (Resources)
<p>In 2019 Young High School continued to implement the professional learning model which included the continuation of the professional learning coordinator role and faculty professional learning time scheduled within the timetable. Professional learning was mapped against staff Performance and Development Plan (PDP) goals to provide targeted professional learning for all staff. This model has allowed staff to engage in ongoing professional learning practices that are explicit to school directions focusing on improved student outcomes. It has also provided the opportunity for staff to lead within their faculty and cross faculty areas driving whole school direction. Staff valued the opportunity to participate in the professional learning sessions and these will continue to be enhanced in 2020.</p> <p>In 2019 executive meeting structures were adjusted to include a professional learning session each week. Executive staff engaged in professional learning to reflect on and build their leadership capacity to more effectively lead their faculties and whole school teams. The executive team analysed school data sources explicitly to improve student outcomes through faculty planning. The impact of this was increased confidence and understanding of the executive team in developing school milestones and directions. Moving forward into 2020 executive professional learning is to be strengthened and to be extended to all teaching staff to join in to build leadership capacity across all staff.</p>	<p>\$20,000 Professional Learning coordinator role</p> <p>\$140,000 Professional learning timetabled time for all staff</p> <p>\$2000 Executive professional learning</p>

Next Steps

In 2020 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	\$89,712	<p>Our 2019 funding allowed us to implement the following key structures* Aboriginal in class tutor* Aboriginal SLSO* Implementation of Aboriginal programs and presentations.</p> <p>Strong progress was made towards embedding and expanding our Aboriginal education programs at Young High School in 2019. This was facilitated and supported by a keen and proactive Aboriginal Education Team. 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. 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. Our students continued to engage in the AIME program in conjunction with the University of Canberra.</p>
English language proficiency	\$21,852	<p>Our 2019 funding allowed us to implement the following key structures.</p> <p>* 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> <p>In 2019 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	<p>\$101,147 – flexible</p> <p>\$181,417 engaged 1.7 staff FTE</p>	<p>Our 2019 funding allowed us to implement the following key structures.</p> <p>* Employment of additional staff for the Learning Support Team* Employment of additional School Learning Support Officers.</p> <p>In 2019, 203 students with additional learning needs were referred to the Learning and Support Team. There were 716 ESES referrals made to gain support for these students. All students referred to the Learning Support Team were reviewed through team meetings and targeted interventions put in</p>

<p>Low level adjustment for disability</p>	<p>\$101,147 – flexible</p> <p>\$181,417 engaged 1.7 staff FTE</p>	<p>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>\$572,891</p>	<p>Our 2019 funding allowed us to implement the following key structures:</p> <p>* 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* Continue our Care Connect wellbeing model* Continue employment of an Attendance Coordinator* Continue to support the WPL through staffing and resources* Implement the professional learning model which includes employing a professional learning coordinator and scheduled time for all staff in the timetable.* 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 the breakfast program.* Purchase of laptops* 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* 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> <p>In 2019 we used our significant socio – economic funding to ensure the very best opportunities for our students.</p> <p>A focus was placed on aligning our spending with the three strategic directions of the school plan and our long–term goals previously mentioned.</p>
<p>Support for beginning teachers</p>	<p>\$28,260</p>	<p>Our 2019 funding allowed us to implement</p>

<p>Support for beginning teachers</p>	<p>\$28,260</p>	<p>the following key structures:</p> <ul style="list-style-type: none"> * Casual teacher employment to allow Beginning Teachers release time to participate in activities within the school setting* Casual employment to allow Head Teachers to support Beginning Teachers* Beginning Teacher engagement in targeted professional learning* Support to complete the accreditation process. <p>In 2019 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 to this, funding was used to give Beginning Teachers and their supervisors release time from face to face teaching 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			
	2016	2017	2018	2019
Boys	299	290	291	274
Girls	257	286	296	279

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.6	91.5	91.9	91.8
8	89	87.6	88.5	89.7
9	88.1	87.8	86.8	85.8
10	81.3	79.5	83.5	84.4
11	82.5	84.1	87	85.1
12	82.9	82	88.9	84.2
All Years	85.8	85.8	87.7	87
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

In 2019 it was disappointing to see a slight decrease in student attendance. While Year 11 remained static when compared to 2018 data other year groups have seen a slight decrease. Attendance of Year 8 students was particularly disappointing with a decrease of 1.3% in their attendance. While there are some known and exceptional circumstances that contribute to this data the overall trend is disappointing.

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 by supporting the families. There is a strong correlation between student attendance and student performance and in 2020 we will continue with our attendance structures placing a stronger focus on school support for attendance. We will continue to focus on improving student attendance in both the junior and senior years through the use of our computerised attendance system and SMS messaging system along with continuation of the attendance coordinator role within the school. This role continues to be responsible for liaising with the school wellbeing team, school executive, families and Department of Education personnel to address attendance issues.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	23.08	14.82	13.8
Employment	46.15	37.03	50
TAFE entry	30.77	14.81	12.06
University Entry	0	0	15.52
Other	0	33.3	8.62
Unknown	0	0	0

The information above and below is provided as an indication of post-school destinations for students of Young High School.

Year 12 students undertaking vocational or trade training

34.25% of Year 12 students at Young High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of all Year 12 students at Young High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. 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)	33.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.08
Other Positions	1

*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	779,712
Revenue	8,894,044
Appropriation	8,597,159
Sale of Goods and Services	121,856
Grants and contributions	170,071
Investment income	4,560
Other revenue	397
Expenses	-8,391,139
Employee related	-7,547,416
Operating expenses	-843,724
Surplus / deficit for the year	502,904

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	785,074
Equity Total	967,019
Equity - Aboriginal	89,712
Equity - Socio-economic	572,891
Equity - Language	21,852
Equity - Disability	282,564
Base Total	5,895,497
Base - Per Capita	141,675
Base - Location	15,003
Base - Other	5,738,819
Other Total	567,621
Grand Total	8,215,211

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.

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.

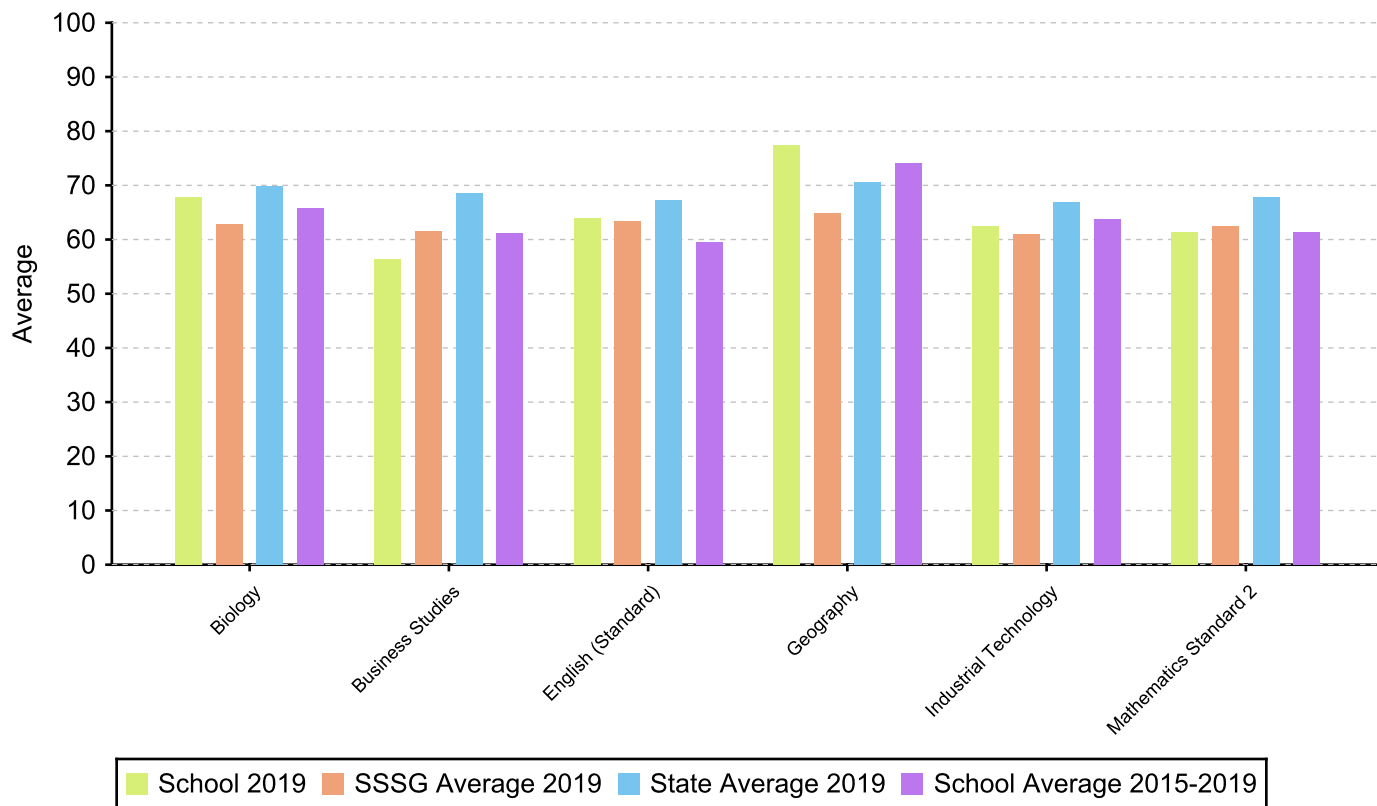
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	67.9	62.8	69.9	65.8
Business Studies	56.4	61.6	68.6	61.2
English (Standard)	63.9	63.4	67.3	59.4
Geography	77.4	64.9	70.6	74.0
Industrial Technology	62.4	61.0	66.8	63.7
Mathematics Standard 2	61.3	62.5	67.7	61.3

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. 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. In 2019 there was a focus on increasing parent/carer, completion of the "Tell Them From Me" survey. The number of parents/carers who completed the survey was four times higher in 2019 compared to 2018. 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. Students enjoy participation in these programs.
- * Students understand there are clear rules and expectations for classroom behaviour.
- * Most students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- * Most students engage in positive behaviours across the school.
- * Student interest and motivation is similar to 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.
- * Students identify positive teacher–student relations at school is above state average.
- * Teachers feel we have developed an inclusive school
- * School leaders work with staff to create a safe and orderly school environment.
- * School leaders are leading improvement and change and clearly communicate the strategic vision and values of the school.
- * 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.
- * Parents feel written information from the school is clear and in plain language.
- * Most parents of students from Young high school feel they participate in the learning process and encourage their child to do well at school.
- * Parents stated that teachers expect their child to complete homework and work hard.
- * Parents indicated the school's administrative staff are helpful when they have a question or problem

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 minimise bullying incidents across the school.
- * Development of programs and structures that 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.

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.