

2020 Annual Report

Young North Public School



4131

Introduction

The Annual Report for 2020 is provided to the community of Young North 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.

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School vision

Young North Public School:

"Equity, inclusivity, innovation and impact.

Every student, Every classroom, Every day.

School context

Young North Public School is located on Wiradjuri Country in a rural setting approximately 2.0 hrs from Canberra, Wagga Wagga and Orange. Our school caters for students from a range of socioeconomic backgrounds and cultures with significant populations of Aboriginal and Torres Strait Islander students who are currently at 17% across K-6 and Lebanese-Muslim students currently at 8% across K-6. The school is part of the Early Action for Success initiative. The school enrolments sit at around 300 students within 12 mainstream classrooms and 4 support classrooms.

Young North Public School has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students with a focus on continual improvement and reducing the impact of disadvantage in our rural community. The focus is on educational aspirations through excellence and engagement.

Young North Public Schools embraces Instructional Leadership and uses data to drive the use of high impact strategies such as explicit teaching and feedback, high expectations and individualised learning goals and case management as core components to our quality learning environment pedagogy.

At Young North Public School through an extensive evaluation, a significant school improvement focus in the areas of growth and attainment, building a culture of excellence and engagement at all levels have been highlighted by our thorough situational analysis and current levels of resourcing, as well as, consultation with our aspirational parents, staff and student bodies.

Young North Public School is highly regarded for innovative approaches to student wellbeing, engagement and learning. Our school works in partnership with parents and outside agencies and health professionals to ensure that all students have the greatest possible opportunity to be "successful learners, confident and creative individuals, and active and informed citizens" into the future.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Learning:

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. here is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Theme: Teaching and learning programs. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

The school's value-add is not significantly lower than the value added by the average school. Theme: At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school identifies growth targets for individual students, using internal progress and achievement data. Theme: Internal and external measures against syllabus standards. The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

Teaching:

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading:

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor

improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. Theme: Community use of facilities The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Strategic Direction 1

Learning

Purpose

Students are empowered to become activators of their own learning. Learning is visible and impact focused.

Improvement Measures

1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3-5 and 5-7.
2. Students are on track as measured against the syllabus outcomes and Learning Progressions.
3. All staff and students are able to effectively articulate the disposition of an effective learner.
4. Student growth data is on track for achievement of Premier's Priorities.
 - a. Increase the percentage of students in Top 2 bands by 8 percent 2019.
 - b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30 percent 2019.

Overall summary of progress

A continued focus on enhancing impact focused teaching methodology has continued this year under a Deputy Principal-Instructional Leader through the Early Action for Success Initiative. Continued usage of the school's learning support resources through the development of 'Interventionist' roles and enhanced targeted School Learning Support Officer direction has been underpinned by a strong focus on ensuring teachers plan hard, teach easy and reflect harder. A whole school approach to the use of Learning Intentions and Success Criteria has also ensured students are cued in to learning and understand 'where they at' and 'where they need to go to' next in their learning. This has been enhanced by the provision of effective feedback and a capacity to self reflect. Learning Intentions and Success Criteria have been embedded within all classes for reading and numeracy sessions. Teachers analyse data in 5 weekly cycles across K-6, measuring the impact of their teaching and guiding future learning directions. through the introduction of a collaborative planning cycle Visible Learning is evident across the school with self-assessment, feedback, goal setting and common school wide language evident. As a result, the school has shown strong Literacy and Numeracy growth..

Progress towards achieving improvement measures

Process 1: 1. Build a whole school culture and common language of what an effective learner is and does.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Executive planning days - focused around gathering consensus about areas of focus through NAPLAN analysis using the hourglass template (using SCOUT data):• projecting learning sprints into 2020 as being facilitated by our middle leadership team,• Bump It Up Walls, student goal setting-Using assessment Waterfall Chart-L Sharratt 2018• 100% of reading/writing/maths lessons using Learning Intentions and success criteria.	<ul style="list-style-type: none">• Learning Support Teacher allocation FTE 1.2 This provides interventionist roles.• EAfS funded Deputy Instructional Leader 1.0 FTE.• Additional teacher to staffing allocation. Reduce class sizes to enhance learning and wellbeing. <p>Funding Sources: Socio-economic background \$323, 980</p> <p>Aboriginal background loading</p> <p>\$50, 878</p> <p>Low level adjustment for disability</p> <p>\$37, 572</p>

Progress towards achieving improvement measures

Process 2: 2. Embed a culture of impact-focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Analysis of SCOUT data to inform 2020 focus areas for reading and numeracy (see below) • SCOUT - Aboriginal and Torres Strait Islander(ATSI) students in Yrs 3 and 5 exceeding both State and SSSG(Statistically Similar School Group) in all areas except numeracy • SCOUT - Yr 7 average scaled score by domain the highest in 10 years for reading, writing and grammar and punctuation • Sharing of top 2 bands, growth percentages as given by directors <p>SCOUT DATA</p> <p>Indicators and Targets</p> <ul style="list-style-type: none"> • Value add: K-3 Delivering , 3-5 delivering, 5-7 delivering • Expected growth in 2019 NAPLAN: 53.5% in Reading, 62% in Writing 56% in Numeracy compared to agreed targets of Reading- 62.9% Numeracy 61..90% • At or above growth compared to SSSG and state near state and above SSSG in Reading , writing, spelling and at SSSG and below state in numeracy. for growth for Year 5. • Internal growth/benchmarks-progressions/reporting grades displays higher attainment than external data. • NAPLAN Top 2 bands -2019 Reading Actual 20.73% Target 40.50%, Numeracy Actual 11.11% Target 30.6% • Target data-ATSI students <p>2019 Reading 20-80%, Numeracy 20-40%Yr 3 Reading - trend up and above SSSG/StateYr 5 Reading - trend up and above SSSG/State Yr 7 Reading - no ATSI students Yr 3 Numeracy - trend up but below SSSG/State Yr 5 Numeracy - trend up, above State but below SSSG Yr 7 Numeracy - no ATSI students. Expected growth has remained steady over past 6 years at or above state average</p>	<ul style="list-style-type: none"> • Learning Support Teacher allocation FTE 1.2. This provides interventionist roles. • EAfS funded Deputy Instructional Leader 1.0 FTE. • Additional teacher to staffing allocation. Reduce class sizes to enhance learning and wellbeing. <p>Funding Sources:</p> <p>Socio-economic background</p> <p>\$323, 980</p> <p>Quality Teaching, Successful Students (QTSS)</p> <p>\$62, 130</p> <p>Aboriginal background loading</p> <p>\$50, 878</p> <p>Low level adjustment for disability</p> <p>\$37, 572</p> <p>Beginning Teacher Funding</p> <p>\$33, 337</p>

Next Steps

Implications

Value Add: K-3 Decreasing over time 2016-2018 Sustaining and growing 2019, 3-5 improving from 2016. Tell Them From Me data survey showed that boys were below state average in valuing school and its bearing on their future and being interested in school and trying hard to succeed. Homework completion rates were low. Internal and external data are more closely matched as a result of the introduction of 5 weekly Inquiry cycle for data informed practice and Consistent Teacher Judgement. Staff survey data matched to "What Works Best" 8 central themes indicates that 77% feel they use data to inform practice and 55% rate themselves highly on use of assessment.

2020 Gap analysis-prioritised by percentage incorrect at school, difference from state and outcome level.

In Reading, the focus areas include:

- locate directly stated information
- Interpret directly stated information
- Skim and scan-explicit teaching
- Process of comprehending

In Numeracy, the focus areas include:

- Numeracy metalanguage
- Fractions of a collection/decimals
- Number Talks-answer with real life relationships
- Patterns and Algebra-equivalence
- Number-whole number and counting from a random number
- Learning sequences
- space and geometry

- Process for problem solving-read the question first.
- Purposeful maths-real life problems

- **Data skills and use**-use of data informed practice

Data use in teaching, data use in planning

- **Assessment**-effective feedback, use of data to inform practice, assessment

Student Engagement

- **Effective Classroom Practice**-Explicit Teaching, Effective Feedback, Using data informed practice, Classroom management, collaboration

Lesson Planning, Explicit Teaching, Feedback

Focus Area 1: Student growth and attainment

Initiatives

- **Explicit Teaching and Feedback**
- **Data to inform practice**

Strategic Direction 2

Learning Support and Wellbeing

Purpose

Students are supported to be empowered, resilient, empathetic and respectful citizens through an innovative and contextual approach to wellbeing and learning.

- Positive Behaviour for Learning (PBL)
- Learning Support Team (LST)
- Functional Based Assessment (FBA)

Improvement Measures

1. School PBL data reflects a positive school culture with data at or above PBL whole school goal levels.
2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.
3. All staff have received coaching feedback, set goals against, reflected upon and are achieving improved outcomes against the 10 essentials skills of classroom management and Functional Based Assessment benchmarking.

Overall summary of progress

Young North PS continues to be a lighthouse Positive Behaviour for Learning (PBL) school that works consistently to meet the needs of all student through proactive and innovative school programs. The school has built strong sustainable systems to support students with a comprehensive sliding scale of learning and wellbeing supports. The School's commitment to PBL has enhanced the school's culture and as a result the data has shifted from 54% of students needing interventions in Tier 2 and 3 to the school exceeding PBL benchmarks with 81% of students now represented in the green 'on track' measure. In 2019, the school trained 2 new internal coaches to ensure sustainability of PBL into the future. The school also focussed on ensuring that "Every student is known, valued and cared for" through the establishment of our innovative Young North Stars Tier 2 intervention across the school for all students. Young North PS was awarded an Executive Directors award for this initiative in 2020. Complex intervention support was also offered through Occupational Therapy, Speech Pathology, Disability/ Support classes and targeted pro social skills programs. A high functioning Learning Support Team provided additional support for students with complex needs that fosters a school culture of impact focused decision making and action, sustained through home learning.

Progress towards achieving improvement measures

Process 1: 1. Consolidate and expand effective partnerships to support student well-being and school learning support systems.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Data has been analysed from 2020 and will guide focus areas for 2020, and has guided focus for our new school planning cycle from 2021-2024• Tier 2 interventions and programs have been offered through the entirety of 2020• 2021 plan of action developed.• TTFM data survey• 2021 SCHOOL TARGETS	<ul style="list-style-type: none">• Provision of additional teacher above establishment• Speech and OT interventions• Additional SLSO's to support students with disability through IFS• Extra staffing to enable social skills coach and tier 2 and 3 interventions• Provision of Family Support worker• Provision of Aboriginal Linkages Worker <p>Funding Sources:</p> <p>Socio-economic background</p> <p>\$323, 980</p> <p>Aboriginal background loading</p> <p>\$50, 878</p>

Progress towards achieving improvement measures

<ul style="list-style-type: none"> • Data has been analysed from 2020 and will guide focus areas for 2020, and has guided focus for our new school planning cycle from 2021-2024 • Tier 2 interventions and programs have been offered through the entirety of 2020 • 2021 plan of action developed. • TTFM data survey • 2021 SCHOOL TARGETS 	<p>Low level adjustment for disability</p> <p>\$37, 572</p> <p>Integration Funding Support</p> <p>\$137, 995</p>
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Process 2: 2. Consolidate and make sustainable current Tier 1 & 2 Positive Behaviour for Learning (PBL) intervention strategies and add Tier 3 intensive level supports.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The PBL team evolved during 2020 with many changes taking place. It presented an opportunity to diversify, up-skill multiple staff members and share leadership opportunities to aspiring leaders within the school. • By the end of 2020, tier 2 interventions have continued to be targeted toward proactively educating students exhibiting on-going minor behaviours. • The PBL team continue to enhance student reward systems and in 2021 a new whole school rewards system will be launched through the introduction of "HOOTS" to ensure positive rewards continue to be valued and relevant. 	<ul style="list-style-type: none"> • Provision of additional teacher above establishment • Speech and OT interventions • Additional SLSO's to support students with disability through IFS • Extra staffing to enable social skills coach and tier 2 and 3 interventions • Provision of Family Support worker • Provision of Aboriginal Linkages Worker <p>Funding Sources: Socio-economic background</p> <p>\$323, 980</p> <p>Aboriginal background loading</p> <p>\$50, 878</p> <p>Low level adjustment for disability</p> <p>\$37, 572</p> <p>Integration Funding Support(IFS)</p> <p>\$137, 995</p>

Process 3: 3. Build teacher capacity and strong whole school systems to differentiate for both behaviour and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The PBL team has had a successful 2020. Opportunities to provide professional learning at whole school staff meetings are incorporated every term with the focus always coming back to providing the systems and structures that will support teachers to manage behaviour and maximise their opportunities to target student learning. 	<ul style="list-style-type: none"> • Provision of additional teacher above establishment • Speech and OT interventions • Additional SLSO's to support students with disability through IFS • Extra staffing to enable social skills coach and tier 2 and 3 interventions • Provision of Family Support worker • Provision of Aboriginal Linkages Worker <p>Funding Sources: Socio-economic background</p> <p>\$323, 980</p> <p>Aboriginal background loading</p> <p>\$50, 878</p>

Progress towards achieving improvement measures

- The PBL team has had a successful 2020. Opportunities to provide professional learning at whole school staff meetings are incorporated every term with the focus always coming back to providing the systems and structures that will support teachers to manage behaviour and maximise their opportunities to target student learning.

Low level adjustment for disability

\$37, 572

Integration Funding Support (IFS)

\$137, 995

Next Steps

Implications

In 2020, Suspension data has halved with no mainstream suspensions. A focus on individual case ,management for students with disability and strategic resource management need to continue. Staff feel well supported with whole school systems and procedures displayed in staff survey data by rating themselves highly with 82% in classroom management and 91% in wellbeing. Parents rated the school very highly in students being well supported to become respectful, responsible and empathetic citizens through our school values at 88% and ensuring that every student is known valued and cared for 78%. Student survey data was rated lower at around 60% in these areas which also matches TTFM with only 78.3% identifying a positive sense of belonging. Parents were again very happy with supports given to their children. Several parents had commented how smaller classes and more one on one time with the teacher would be appreciated and improve on this result. Parents could acknowledge and comment on the differentiation and adjustments made to benefit their child. Strong focuses on Literacy and numeracy through units of work with a STEAM future focused approach will lead to greater engagement as identified in staff surveys. Engagement of outside therapeutic agency support has declined due to introduction of NDIS plans as only way to access Early intervention and these supports. This in combination with low socioeconomic quarters. There has been an increase in Flexible Equity funding - Socio-economic background of \$92,457 in the last 3 years. Even though the average FOEI decreased from 140 in 2018 to 134 in 2020 the number of students increased in Quarter 1 by 36.6% and Quarter 2 by 19%..

- **Wellbeing**-classroom management, wellbeing

Individual Learning Needs

- **Learning Culture**-High Expectations

High Expectations, Attendance

- **Educational Leadership**-collaboration

Community Engagement, High expectation culture

Focus Area 3: Engagement at all levels

Initiatives

- **Community Engagement**
Individualised Learning

Strategic Direction 3

Teaching

Purpose

Teachers work collaboratively as change agents and expert facilitators who activate learning by using high impact, evidence based strategies to support all learners.

Improvement Measures

1. Strong evidence of achievement and personal development (referenced/tracked to The Australian Professional Standards for Teachers and Australian Professional Standards for Principals) is evident for all staff.
2. Teaching staff survey data indicates that:
 - High quality and strategic Professional Learning is provided.
 - High quality Coaching & Mentoring is delivered to all.
 - Instructional Leadership has impacted teacher capacity.
 - Regular feedback has been provided to all staff.
3. Early Action for Success benchmarks are met and all Tier 2 and 3 students (support needed) have in place interventions as a result of robust 5 weekly data analysis and planned intervention meetings.

Overall summary of progress

In 2020, a whole school approach to collaborative planning utilising the school's Instructional Leader K-2 and planned Executive support was implemented, resulting in significant impact upon student outcomes, staff capacity and Executive leadership capacity. A network of school's initiative was continued in the area of Visible Learning with whole of network professional learning implemented along with action team training across our three town based public schools. Flowing from this was the commencement of the school's journey to develop a consistent school language and understanding of the learning dispositions that underpin an effective learner. A focus on enhancing leadership breadth and depth was a key initiative with both existing and aspiring leaders attending and also leading professional learning and teams based initiatives beyond and within the school. Similarly, the school has committed to a culture of collaborative practice and collective efficacy where staff are given opportunities to reflect and plan together for teaching and learning that has maximum impact upon student learning outcomes.

Progress towards achieving improvement measures

- Process 1:**
1. Expanding current instructional leadership across K-6 through:
 - Effective research based practices.
 - Regular data analysis to measure impact of teaching.
 - Strong coaching and mentoring for all staff K-6 with personal goal and data focused accountabilities structured in.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All middle executive engaged in projecting their facilitation of learning sprints into 2021 and thus placing a focus on the instructional leadership component of their roles. Sprints were conducted in 2019/2020 successfully.• Evaluation of the current coaching/mentoring time led to the conclusion that teams of teachers having a larger chunk of time, less often would be more beneficial. Under 2019 arrangements, each teacher received 30 mins coaching/mentoring time per week which was often split to mean 1 hour per fortnight. Under the new 2020 plan, 100% of class teachers will receive 1 full day every 5 weeks to meet with their stage team and engage in a range of activities to meet their needs including CTJ, planning and designing SOLO taxonomies/rubrics, assessment tasks, case meetings/data intervention meetings, walkthroughs and learning walks.• All executive staff met in week 7 to break down and triangulate various data forms including NAPLAN, the National Literacy and Numeracy progressions, standardised testing including Progressive Achievement Testing and the Dalwood spelling test and internal data such as teacher	<ul style="list-style-type: none">• Provision of Deputy Principal Instructional Leader K-2 FTE 1.0 (EAfS funding)• Provision of additional staffing required to release staff for coaching and mentoring• Additional RFF of executive to allow for K-6 coaching and mentoring• Provision of high quality planned PL opportunities <p>Funding Sources: Quality Teaching, Successful Students (QTSS)</p> <p>\$62, 130</p>

Progress towards achieving improvement measures

made/teacher sourced assessment. From this analysis, school wide focus areas were identified. These school wide focus areas target specific skills that the teachers will explicitly teach. The areas sit alongside whole school growth goals and proficiency targets as shared to all schools.

Socio-economic background

\$323, 980

Process 2: 2. Targeted professional learning using the Timperley Spiral of Inquiry Model to build the capacity of the teachers and leaders to drive an impact culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> All executive analysed SCOUT to find their focus area for 2020. From this, they all planned the inverse section of the hourglass planning template where they reflected on the professional learning needs of their team; how they, as middle exec, would drive the focus and what support they would need from the principal and resourcing for this to be successful. All teachers K-6 will be involved in 5 weekly case management meetings to 'put faces on data' and ensure no student slips through the cracks, to ensure high achieving students can attain 1 years growth for 1 years learning and that those students not achieving at expected grade level be given appropriate interventions to assist with closing this gap. Teachers will be able to reflect on the impact of their teaching over short 4-5 week cycles (Teaching Sprint and data cycles) and make definitive action plans to address areas of need. Agreed that staff meetings should happen fortnightly with a strong focus on P.L and NOT admin type activities that can happen, for example, by email. All professional learning opportunities have been strongly supported with research. Sharing of research has occurred at whole school staff meetings, L3 and executive meetings to challenge thinking and to build teacher knowledge and expertise. At the executive level, assistant principals led the process of finding and sharing research that has been pertinent to their own areas of interest/need. 	<ul style="list-style-type: none"> Provision of Deputy Principal Instructional Leader K-2 FTE 1.0 (EAfS funding) Provision of additional staffing required to release staff for coaching and mentoring Additional RFF of executive to allow for K-6 coaching and mentoring (\$47712) Provision of high quality planned PL opportunities(\$32000) <p>Funding Sources: Quality Teaching, Successful Students (QTSS)</p> <p>\$62, 130</p> <p>Socio-economic background</p> <p>\$323, 980</p>

Process 3: 3. Develop a strong focus on consistent teacher judgement that uses the learning progressions as the standard student measure K-6 supports reflection of progress and achievement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<p>Consistency of internal data and external data beginning to match up 3-6 using UnT and QuN</p> <ul style="list-style-type: none"> During 2020, Young North moved towards tracking student learning K-6 using the national literacy and numeracy progressions. We had 100% of students tracked using the sub-element 'Understanding Text'. This was an important element to informing our Reading Strategy in 2021. Teachers participated in moderation sessions to ensure consistency of judgment in writing samples. text level graphs were used in years K-6 to provide a consistent measure of student progress in reading also. One of the structures that was put in place at the beginning of 2019 and will continue into 2020, has been the timetabling of RFF at the same time for stage partners. This has enabled shared planning and professional conversations to address similar learning needs as well as the development of assessment tasks to track learning. . 	<ul style="list-style-type: none"> Provision of Deputy Principal Instructional Leader K-2 FTE 1.0 (EAfS funding) Provision of additional staffing required to release staff for coaching and mentoring Additional RFF of executive to allow for K-6 coaching and mentoring Provision of high quality planned PL opportunities <p>Funding Sources: Quality Teaching, Successful Students (QTSS)</p> <p>\$62, 130</p> <p>Socio-economic background</p> <p>\$323, 980</p> <p>Professional Learning</p> <p>\$27, 873</p>

Implications

Staff survey data showed that 96% of staff rated themselves as performing highly when having high expectations, however, there is a mismatch between top 2 band performance with a migration out of the top 2 bands into the middle 2 bands, but out of the bottom 2 into the middle 2 as well. Student and parent data survey shows that both groups like to know goals in learning that are directed by data and want these visible through feedback to students and parents into the future. This correlates with staff survey data where only 36% of teachers rated themselves highly in effective feedback, 55% for explicit teaching and 50% for collaboration. Continued focus and high expectations around attendance so that targets are reached with a focus on 90% and above.

- **Learning and Development**-collaboration

Collaborative Practice and feedback

- **Curriculum**-High Expectations, Assessment, Classroom Management

Teaching and Learning Programs, Differentiation

- **Educational Leadership**-collaboration

Community Engagement

Focus Area 2: Build a culture of excellence

Initiatives

- **Instructional Leadership**
- **Collaborative Practice**

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Funding Aboriginal Loading \$50, 878	<ul style="list-style-type: none"> • Enhanced community partnerships and family/student engagement through the employment of an Aboriginal Community Liaison Officer • Provided Aboriginal focused School learning and Support Officers resulting in effective Personalised Learning, Kinder transition experiences and targeted learning support for students • Expanded preschool linkage activities for Aboriginal families through a partnership and collaborative events planning leading to strong P-K transitions • Invested in Dr Chris Sarra's Stronger Smarter Institute Professional Learning as an ongoing commitment
Low level adjustment for disability	RAM Low Level Adjustment for Disability \$37,572 Integration Funding Support \$96, 508	<ul style="list-style-type: none"> • Continued to create effective learning support environments within the school's four support classes for students with adjustment needs. • Resourced and enhanced school partnerships with WHIN-Wellbeing Health Inreach Nurse and Chaplaincy Program resulting in increased access to paediatric and mental health services for our rural remote students. • Brokering of Occupational Therapist and Speech Therapist one day a week to support student need with a particular focus on early intervention in Early Stage 1 and for students with disability needs.
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students equivalent to FTE 1.093 or \$119, 557	<ul style="list-style-type: none"> • 5 weekly collaborative planning cycle was implemented to release whole stage teams to use data informed practice to plan hard each 5 weeks and to support effective teaching and learning as well as teacher capacity through personalised learning for all teachers. • High quality PDP process for all staff ensured the provision of consistent executive feedback • Strong focus on existing and aspiring leadership development as well as a "knowledgeable other" focus on early career teachers
Socio-economic background	RAM Socio-economic Background Loading \$323, 980	<ul style="list-style-type: none"> • Enhanced teacher capacity through investment in instructional leadership and "Knowledgeable other" to leverage impact focused teaching practice. This required strong teaching resource expenditure to support this focus in 2020. • Supported whole school wellbeing best practice in the area of PBL administration, Tier 2 and Tier 3 program implementation(including mindfulness, Tier 3 training and Social Skills Coaching) and subsidising of student engagement in extra curricula activities. (including aerobics, dance, drums. guitar and dance). • Enhanced classroom learning environments through reduced class sizes and strong SLSO supports, resulting in a strong school wide student growth focus and enhanced teacher

Socio-economic background	RAM Socio-economic Background Loading \$323,980	capacity to implement key professional learning models such as Visible Learning. <ul style="list-style-type: none"> • Provision of OT and Speech pathology to support access to learning. • Provision of a Mentor, Family Support Worker and Aboriginal Linkage Officer roles
Support for beginning teachers	Beginning Teacher Support	<ul style="list-style-type: none"> • Coaching and mentoring By "Knowledgeable other" built into additional beginning teacher release was provided to support effective teaching and learning as well as teacher capacity through personalised learning planning for beginning teachers

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	124	138	156	159
Girls	129	144	149	139

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	94.5	95.1	93.8
1	91.4	93.6	94.7	96.1
2	93.1	92.7	92	94
3	95.6	93.1	93.5	93.1
4	96.1	94.1	93.9	91.1
5	93.1	94.2	92.1	94.1
6	93.3	95.1	94.6	93.2
All Years	93.9	93.8	93.7	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Assistant Principal(s)	4
Classroom Teacher(s)	13.17
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.79

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	201,425
Revenue	4,198,323
Appropriation	4,137,671
Sale of Goods and Services	16,710
Grants and contributions	43,346
Investment income	296
Other revenue	300
Expenses	-4,182,103
Employee related	-3,792,359
Operating expenses	-389,744
Surplus / deficit for the year	16,220
Closing Balance	217,645

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.

	2020 Approved SBA (\$)
Targeted Total	96,508
Equity Total	557,797
Equity - Aboriginal	50,878
Equity - Socio-economic	356,795
Equity - Language	14,106
Equity - Disability	136,018
Base Total	2,863,435
Base - Per Capita	77,697
Base - Location	8,453
Base - Other	2,777,284
Other Total	345,470
Grand Total	3,863,210

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

***In 2020, students, parents and staff participated in a variety of forums and surveys as part of the the situational analysis evaluation process of the School Improvement Plan for 2018-2020. Please see these findings below:**

Forums/Survey

Community consultation has occurred with students, staff and targeted focus groups of parents/guardians to evaluate SIP. Surveys asked for responses about what has worked, what hasn't worked and what elements would be adapted, adopted or abandoned for each strategic direction.

Staff:

Staff responded to strategic direction 1 on Learning by saying that Learning Intentions & Success Criteria, collaborative planning structures, student goal setting, a strong sense of collective efficacy and communication with parents had worked well. Areas to continue to focus on in new strategic plan were to continue using bump it up walls, 5 weekly interventions for students at both the lower and higher end of scale, high expectations, continued analysis of teaching practice and the strategies employed by teachers; and continuing to clarify scope and sequences to assist with clarity for teachers.

Staff responded to strategic direction 2 on Wellbeing by responding that programs within school are continuing to have impact including Young North Stars impacting students to feel known, valued and cared for as well as Positive Behaviour for Learning as a whole school approach to develop systems and common language to set school wide expectations; and that using outside agencies such as our Wellbeing Health Inreach Nurse are assisting student wellbeing. Moving into the new planning cycle, staff would like to see tier 2 and 3 interventions being run consistently with some accountability measures built into programs such as Check In Check Out. Class teachers also expressed a desire to have 'social skills' taught by the class teacher rather than a specialist teacher during Release From Face to Face teaching.

Staff responded to strategic direction 3 on Teaching by stating they feel collection of data on a 5 weekly cycle, targeted and sequential professional learning, research based teaching strategies, instructional leadership, collaboration and a collective cultural commitment to improve have all worked and been evident. They would like to see a continuing focus on Consistent Teacher Judgement, building strong partnerships with our community, use of regional experts to assist with future PL and a continuation of the focus on building teacher capacity.

Students:

The majority of students felt that they were informed and supported with their learning and that teachers cater for their learning needs. They noted that feedback, clearer expectations and clarifying levels of student understanding would assist them. Students have felt well supported in becoming responsible, respectful and empathetic and note that a continuation of explicit lessons through Positive Behaviour for Learning will assist further development.

Parents & Carers:

Parents/carers responded to strategic direction 1 on Learning by stating on a rating scale from 1 to 10 with 10 being the highest. 90.4% gave a response of 7 or higher. Parents made comments on how COVID-19 has made face to face communication difficult however they were very impressed with the use of digital platforms such as Class Dojo and how these were used during home schooling times. Parents would like this platform to continue to be used as effectively to give updates on content covered in class as well as homework. Most parents were very happy with the current level of communication but suggested they would like it to be updated more regular either by message, email or Class Dojo.

Parents/carers responded to strategic direction 2 on Wellbeing-How well do you feel that your child is valued and supported by stating on a rating scale from 1 to 10 with 10 being the highest. 100% of answers were a 7 or higher. Parents are very pleased with how their children are supported at YNPS. There were several comments made that parents would like to be informed more about the interventions and supports given to their children both academically and behavioural as they only know what they know and are sure more things are happening. How well do you feel your child has been supported to be a respectful, responsible and empathetic person? 100% of answers were a 7 or higher. Parents were unable to make many suggestions to improve in this area. They are loving Positive Behaviour for Learning reward systems, social skills lessons our Visible Learning super heroes etc. 100% of answers were a 7 or higher. Parents were again very happy with supports given to their children. Several parents had commented how smaller classes and more one on one time with the teacher would be appreciated and improve on this result. Parents could acknowledge and comment on the differentiation and adjustments made to benefit their child.

Parents/carers responded to strategic direction 3 on Teaching by stating on a rating scale from 1 to 10 with 10 being the highest-How well do you feel that the teachers understand and cater for your child's needs? 100% of answers were a 7 or higher. Parents were again very happy with supports given to their children. Several parents had commented how

smaller classes and more one on one time with the teacher would be appreciated and improve on this result. Parents could acknowledge and comment on the differentiation and adjustments made to benefit their child.

Student Voice

- Google Forms Survey K-6 on being known valued cared for, sense of belonging Years 3-6

87% of students feel safe at YNPS

75% feel confident in reporting problems to their classroom teachers compared to only 54% being confident to report to teachers on the playground

63% of students feel that staff only listen to them sometimes

81% of students feel valued at YNPS

- Tell Them From Me(TTFM) Survey

In the survey 63% of students felt like teachers only listened to them sometimes whilst in the TTFM survey both boys and girls were below state norm for advocacy.

TTFM 2020 - gender discrepancies evident - mirror each other

Boys at state average with participation in sport (84%), extra curricular activities (45%) and having a peer they can trust and who encourages them to make positive choices(84%).

Girls at or close to state average for believing school is useful and will have a strong bearing on their future (93%), have a positive attitude towards homework (72%) and they're interested and motivated in their learning (83%).

Boys below state average for valuing school and its bearing on their future (84%), for completing homework (40%), not getting into trouble for their behaviour (63%), being interested in school and trying hard to succeed (72%).

Girls lower than state for sport (67%) and extra curricular activities (62%), having a friend they can trust and who encourages them to make positive choices (75%).

Both **boys and girls** lower than state for feeling accepted by their peers at school (However, year 4 at state with year 5 and 6 lower than state).

TTFM Trends 2019 to 2020 - sense of belonging up 2%, positive relationships up 2%, interest and motivation up 5%. Positive behaviour at school down 13%

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.