

2020 Annual Report

Young High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

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

2020 was a unique and difficult year - COVID-19 forced the world of work and school to adapt. In a crisis, it is acceptable to have more questions than answers. In crisis we should all be learners. And this is what we all were at YHS throughout 2020 - we were all learners, adapting to online learning, learning from home, understanding and working with restrictions and limitations, changing our traditions, accepting the changes in extracurricular activities, learning new roles. We all learnt how to do things differently so we could continue to support, celebrate and participate in learning and school activities

Throughout 2020 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 for 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 Visible Learning into our teaching practice to maximise student success. In 2020 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.

In 2020 Young High School was selected to work collaboratively with the Specialist Support Team - Safeguarding Kids Together (SKT) to identify and strengthen processes and structures within the school. SKT leverages off the work and outcomes of the School Communities Working Together Program to offer schools on-the-ground specialist knowledge and support to foster continuous improvement in health, safety and wellbeing. The focus was on building cohesive and respectful communities through student and staff wellbeing, community engagement and building partnerships, behaviour management and discipline, attendance and supervision and anti-bullying, anti-racism and cyber safety areas. The team had the opportunity to meet with staff and engage in professional dialogue in the focus areas mentioned previously. The team engaged with students in small focus groups throughout the support period. The Specialist Support team identified many strengths and areas of good practice at Young High School and provided recommendations to further strengthen and improve. These findings were utilised throughout 2020 to achieve strategic directions and also used as part of the situational analysis in planning for the Strategic Improvement Plan.

Young High School completed the External Validation (EV) process in 2020. This process provided an opportunity for the school to discuss our judgements about our practices and the evidence that underpins these practices. The EV process provided an assurance to the school and to the system that the progress being made aligns with the expectations outlined in the School Excellence Framework. The EV process highlighted Young High School's continuation to implement a series of educational reforms as developed by the Department of Education and work at aligning ourselves with the School Excellence Framework to provide opportunities to improve student learning outcomes.

Young High School continues to be a leader in Aboriginal Education. In 2020 our proactive Aboriginal Education Team continued to implement effective programs across the school that supported our Aboriginal students to aspire and achieve. 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.

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 continued throughout 2020. The early works were completed and the new toilet block (block MM) and the new Music room (A2) were complete and available for use. Landscaping of the front area of the school was completed as part of the early works phase also. Work commenced on the next stage of the project with the second toilet block (Block PP) and the canteen building (Block QQ) starting and initial work on the joint building. This innovative project will continue into 2021 providing a unique and incredible opportunity for our community to access the most modern, flexible and ground-breaking facilities that promote future lifelong learning for all ages from within the Hilltops region.

In 2020 we have continued to work hard to provide our students with various opportunities, catering for the needs of everyone. We have provided strong curriculum programs that support learning pathways for students from Year 7 to Year 12. 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 and as of 2021 YHS will be the highest intake into this program. Our school based interest electives have continued in our Stage 5 curriculum with great success. As a school we now have 12 interest elective courses on offer to students covering various subject and skill areas.

We have sustained our work in 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. YHS Care Connect and the WHIN initiative is promoted across the state as best practice and as a result an extra 100 WHIN positions have been introduced across the state.

The YHS Care structure was put on hold post COVID and has been reinvigorated and will be re-introduced in 2021. Care groups have been reformed and the program has been transformed. Students will be placed into their new care groups at the beginning of 2021 and the program will focus on supporting students to Connect Succeed and Thrive - CST.

Throughout 2020 the staff at Young High School engaged in an authentic and rigorous assessment of our school's current state to generate the situational analysis. The situational analysis was used to inform our improvement journey in learning, teaching and leading to generate the Strategic Improvement Plan (SIP). This process will continue into 2021 and the SIP will be finalised and published at the end of Term 1 2020.

Please, examine this annual report and feel free to discuss its contents with me as we move forward into 2021 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 past 12 months have proved to be an interesting time for all and our P&C have managed to still function in extraordinary circumstances. Fundraising has been put on hold due to various factors and restrictions that have had an impact on not only our school but our community as well. As we recover from the effects of COVID-19 we have had a strong committee in place and have supported the school in many different areas other than financial.

It has been an absolute pleasure for our organisation to not only be consulted but to take part in the new structure of reshaping the school values as well as being included in an informative presentation about the new Year 7 structure and the approach to middle school to facilitate the transition of younger students into high school.

We have managed to utilise different means of communication and venues to facilitate meetings and attempted to hold an online raffle which proved to be more difficult in the current climate than we had anticipated, however as a group we have managed to continue to work through what was presented as a united front. There have been a number of staffing panels that were conducted and I thank the volunteers who have given their time to these as they are often not a short process and your dedication in assisting the school to find the best staff possible to support your students is greatly appreciated. As President of the organisation, I am extremely appreciative that we have such a committed team of volunteers within the P&C and would like to take the time to thank everyone for their dedication and support. I look forward to undertaking new forms of fundraising in 2021 that have been discussed in the past 12 months.

Lastly, I would like to thank the school's Senior Executive Team for their ongoing dedication and inclusion within the school. Your efforts and support throughout the COVID-19 pandemic was nothing short of outstanding. As a school, you have managed to keep the parents and community informed of changes as they came about while continuing to support, educate and provide opportunities for our students.

Sincerely,

Tania Noyes

School vision

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

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

Overall summary of progress

During 2020 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 and 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 introducing a peer feedback model in Year 9 classes through the Feedback Pilot Project. This was further supported in 2020 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 dispositions, learning intentions and success criteria were embedded in teaching practice across all KLAs with particular focus on stage 4 - Year 7. A continued focus was placed on the language of the Quality Teaching Framework through 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 2020 all staff at Young High School engaged in further professional learning and the continued implementation of Visible Learning principles. Focus was directed to Stage 4 - Year 7, embedding the use of learning dispositions, learning intentions and success criteria into all units. Visible Learning resources in regards to learning dispositions were made visible in all learning environments. Release time was provided to the Visible Learning team to support Year 7 teachers to support the implementation and consistent use of learning dispositions, learning intentions and success	\$10 000 funding for the Feedback Pilot Project to cover staff release for semester 2. Visible learning: \$15 000 whole school PL

Progress towards achieving improvement measures

criteria in all lessons.

Staff participated in the "Feedback that makes learning visible" professional learning to identify ways to effectively utilise feedback in order to enhance learning and instruction and to understand how learning intentions and success criteria are the foundation for giving effective feedback.

Year 9 teachers engaged in further ongoing professional learning in effective feedback. Staff worked collaboratively to introduce peer feedback structures into their classrooms. The feedback pilot project team delivered high quality professional learning, and a staff member was provided extra release to support staff to implement the peer feedback model and to engage in student learning observations and team teaching opportunities. Opportunities were provided for teachers to apply, reflect and refine and even share their learning.

The reporting structure at Young High School for Years 7 - 10 changed format to more explicitly outline areas of strength and feedback on areas to focus on further.

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

Evidence of this impact was completed through teaching and learning programs, observations and expectations and student surveys. Student data from the "Tell Them from Me" survey data in 2020 indicated improvement in explicit teaching practices and feedback across the school in particular in the Year 9 cohort. Staff data from the "Tell Them From Me" survey data in 2020 indicated improvement in collaboration and learning culture.

\$1500 relief for staff to attend the leadership into action day

\$5 000 staff release to support in Year 7 classrooms

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)

In 2020 the school implemented connected Science and Math curriculums in Year 7. The aim of this program was to assist students to make connections across the curriculums to enhance student learning outcomes. Year 7 students continued to engage in Philosophy periods throughout the timetable focusing on strengthening literacy skills.

In 2020 Young High School continued with the ALARM (A Learning and Response Matrix) writing scaffold in stage 5 and 6. The model was modified and adapted to IDEAL to increase students understanding and use of the writing scaffold. This evidence based approach will provide valuable insights as we continually support ongoing improvement of student outcomes across faculties in the area of writing.

Teachers engaged in professional learning, building skills in analysis, interpretation and use of student progress and achievement data. 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, stage/year groups to identify areas of need and target teaching and learning to address this need. Staff also engaged in the What Works Best professional learning - data use, high expectations and explicit teaching in 2020. Staff were introduced to the Best Start data and learning progressions. Staff understanding of Minimum Standards and responsibilities were outlined; and explicit literacy and numeracy strategies for 2021 were identified.

Cost linked to the professional learning model used across the school. No cost for courses or delivery.

\$3 000 Science and Math Year 7 collaborative planning time.

Progress towards achieving improvement measures

The impact of this included improved teacher understanding of data and its use, improved student learning outcomes and results in external assessment such as HSC, Best Start and check in assessment.

Evidence of this impact was completed through external measures including HSC and check in assessments (Year 9), internal student assessment tools, observations and teaching and learning programs.

Next Steps

The next step in 2021 through the Strategic Improvement Plan is to continue the professional learning model with embed further opportunities for staff to engage in observations. Ongoing implementation of explicit teaching practices (Visible learning concepts) to improve student learning outcomes.

We will continue with our work in the area of teaching and learning and focus on student growth and attainment. We will focus on evidence based practices which include: A whole school reading strategy; Visible Learning; and What Works Best. Focus will also be directed on the use of the learning progressions to target student learning in literacy and numeracy. With the new Strategic Improvement Plan our work will commit to embed these practices effectively into teaching and learning structures across Years 7 to 12. In 2021 the Stage 4 Connected Curriculum model will be introduced to ensure connected and explicit teaching practices and embedded literacy and numeracy programs. This will address the Premier's Priorities and targets and improve student learning outcomes.

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 2020 Young High School continued to work on embedding 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 2020 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 Health, DCJ 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 continues and is acknowledged as a strong model across the state with the introduction of another 100 WHIN positions in NSW.

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 2020 we continued with the positive reward system and the house system. The school's house system is a wellbeing approach which focuses on creating an effective environment for learning and a sense of belonging for students to connect, thrive and succeed. The house system is embedded in all school learning and extra-curricular activities with the aim of increasing student connection to school. House emblems were launched in 2020 to support and further embed the House system at YHS.	\$3500 SLSO time allocated to Our Space \$5000 house emblem signage \$1500 house emblem small signs \$1500 house notice boards and colour

Progress towards achieving improvement measures

A review of wellbeing roles and responsibilities was completed to provide clear pathways for student support. Zones of regulation was introduced to the Year 7 cohort to support students' regulation of emotions and understanding others emotions. The Year 12 mentoring program continued throughout 2020, supporting students throughout the HSC year. Ongoing feedback from students and staff will continually be collected to refine and strengthen the mentoring program.

The pastoral care program - Care was reviewed throughout 2020 and put on hold during COVID restrictions and it was replaced with an online pastoral care structure "Our Space" to provide students a platform to engage in positive and mindfulness activities. This platform provided activities, challenges and information for students to participate in while they engaged in at-home-learning and when they returned to face to face learning. The review through staff and student focus groups and surveys indicated the Care structure needed to change moving forward into 2021.

Throughout 2020 attendance data was regularly analysed and used to inform planning for whole school and personalised attendance approaches. The school celebrates regular and improved attendance. The school worked with the specialist support team - "Safeguarding Kids Together" to investigate further strategies to improve student attendance.

The impact of this included increase in student sense of belonging, participation in extracurricular activities and positive relationships. Whole school wellbeing programs and processes were strengthened and recommendations moving forward into 2021 were identified.

Evidence of this impact was completed through staff and student focus groups, parent survey calls, student and staff surveys, Sentral data, observations and usage of the online platform. Student data from the "Tell Them from Me" survey data in 2020 indicated an improvement in student sense of belonging, participation in extracurricular activities and positive relationships.

boards

\$40 000 attendance coordinator

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 2020. 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 for the past 3 years was analysed with current need and the recommendation for 2021 was to cease the WPL class and place focus on Stage 4 student engagement.</p> <p>The school based interest electives in stage 5 continued to provide 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. Student feedback was used to guide learning opportunities in each of the courses.</p> <p>The school deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. 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;</p>	<p>\$41 000 (FRS in schools) \$26 706 (Flexible wellbeing) PLUS \$14 268 (6100 unassigned)</p> <p>\$20 280 School Chaplain (6200 funds)</p> <p>\$21 877 case manager (0.2 reduction in load)</p> <p>\$55 000 (0.5 FTE) Welfare teacher (0.5 semester 1/0.3 semester 2)</p> <p>WHIN funded by Murrumbidgee health</p> <p>\$11 000 (0.2 FTE) Welfare teacher to assist LST for semester 2.</p> <p>\$2500 cover for review</p> <p>\$100 000 teacher for WPL</p>

Progress towards achieving improvement measures

PCYC; Marymead, Police; DCJ and Reconnect. This is a confidential service provided for students and their families. Funding will continue to support this project in 2021.

The school Learning and Support structures and processes were reviewed through staff, student and parents, surveys and focus groups. Recommendations were provided moving forward to improve student engagement and learning.

The impact of this included increase in student engagement in school based interest electives; increase in student interest and motivation and positive behaviour at school; increase use of Care Connect and external providers; and staff reflection on learning and support structures at YHS.

Evidence of this impact was completed through staff and student focus groups, parent survey calls, student surveys, Sentral data, observations, teaching and learning programs, feedback from the Specialist Support unit - Safeguarding Kids Together and Tell Them from Me survey data.

Next Steps

In 2021 we will continue with our work in strengthening our wellbeing programs focusing on engagement through a collaborative and strategic approach to support all students to build educational aspiration and a culture of high expectations through community engagement. The development and engagement of a community engagement team and behaviour team to provide targeted and holistic approaches across the school will be introduced in 2021. We will focus on evidence based practices and research which include: A Framework for Understanding Poverty and Stronger Smarter to develop and support initiatives. YHS will discontinue the WPL class structure due to marginal impact on student learning outcomes. The Stage 4 connected curriculum model is to be introduced to assist in transition and engagement of Stage 4 students. The school will introduce a Stage 4 Head Teacher Student Engagement position in 2021 to support the Connected Curriculum model, Year 6 to 7 transition and student engagement in Stage 4. School based interest electives will continue in stage 5 with further courses being offered to suit student interest. Learning and Support Structures to be adjusted with professional learning provided for staff in explicit teaching, differentiation and high expectations.

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 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

In 2020 Young High School was selected to work collaboratively with the Specialist Support Team - Safeguarding Kids Together to identify and strengthen processes and structures within the school. The focus was on building cohesive and respectful communities through student and staff wellbeing, community engagement and building partnerships, behaviour management and discipline, attendance and supervision and anti-bullying, anti-racism and cyber safety areas.

In 2020 we continued 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 2020, develop new structures to accommodate COVID-19 restrictions and evaluate opportunities, programs and practices that supported students in the space of teaching and learning, engagement, wellbeing and Aboriginal education.

During 2020 Young High School worked to provide a variety of opportunities for all students across all aspects of school life. In response to COVID-19 this was implemented using new creative ways through online platforms. While extra-curricular activities were restricted in 2020 due to COVID-19, students were provided with opportunities including: wellbeing awareness presentations, RAISE mentoring program, representative sporting opportunities, virtual cross country, Premier's Sporting Challenge, Premier's Reading Challenge, music talent project online and the Game Changer Challenge.

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In 2020 Young High School reformed the school values to create the foundation for developing a positive and aspirational school culture. Working collaboratively with the Specialist Support Team the school values were reformed through ongoing focus groups, feedback and surveys. The process included staff (teaching and non-teaching), students and parents/carers providing input to the process. All information was gathered at the end of 2020 to be continued and finalised in 2021.</p> <p>Extracurricular activities were restricted due to COVID-19. Online opportunities and activities were implemented to engage students. Enrichment and extension extra-curricular activities continued throughout 2020 however these were restricted during COVID-19. Debating and Game Changer proved very successful through online platforms.</p> <p>Throughout 2020 parent and community engagement was paramount and increased through the use of the school website, Facebook and Skoolbag app. The Sentral parent portal was investigated and set up ready to launch in 2021. Communication online was enhanced with virtual assemblies, merit recognition and video information segments. Live streaming of the Year 12 graduation was highly supported by the school community proving to be very successful and will be continued moving forward.</p> <p>Transition stage 5 to 6 had to be altered due to COVID-19 restrictions. Information videos were created by all faculties and administration staff to inform parents/carers and students of the process and structure. Stage 3 to 4 transition was limited due to COVID-19 restrictions. Parent/carer communication and engagement was achieved through video presentations and written information. A professional was employed to create video footage of the school to showcase the school to the community and prospective new families.</p> <p>The stage 6 ATSI mentoring program with funding being provided by Maranirra continued throughout 2020. The AIME program and Tirkandi Inaburra program were unable to continue throughout 2020 due to COVID-19. We look forward to continuing our relationships with these external supports to build educational aspirations for our Aboriginal students in 2021.</p> <p>The impact of this included ongoing student engagement in school activities, increase in online communication for parents/carers and ownership and engagement throughout the process of reforming the school values however, the influence of COVID-19 affected the impact in this area.</p> <p>Evidence of this impact was completed through online data such as Facebook, Skoolbag app, YouTube video viewing and feedback; and collaborative working parties (staff, parents/carers and students) student and staff surveys; student, staff and parent Tell Them From Me survey data; and current research and evidence of best practices.</p>	<p>No cost linked to PL schedule (SD1 P2)</p> <p>Scheduled into meeting structure</p> <p>\$2 500 (release of staff to create information videos, resources, release for transition meetings and days)</p> <p>\$9 900</p> <p>\$550 (entry to opportunities)</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 2020 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 and linked to the Australian Professional</p>	<p>PL Structure:</p> <p>\$140 000 (1.4 staff for PL model)</p> <p>\$20 000 (0.2 reduction in load PL)</p>

Progress towards achieving improvement measures

Standards for teachers 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 2021.

Whole staff meeting structures were adjusted to include strategic, targeted and evidence-based professional learning led by staff. 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. Staff capacity was strengthened through ongoing professional learning leading to improved student learning outcomes.

Evidence of this impact was completed through feedback from professional learning sessions, meeting minutes, observations and teaching and learning programs.

coordinator)

\$40 000 external PL whole staff

\$11 000 Stronger Smarter

\$3500 AITSL executive 360 degree reflection

\$600 catering for PL sessions throughout

Next Steps

In 2021 we will work to improve effective partnerships in learning with parents and students through the use of the Sentral parent portal and student portal, increased opportunities for the school community to engage with the school. The transition phases (6 to 7; 10 to 11 and 12 to post school) to be reviewed and strengthened to increase student engagement. We will continue to strengthen the professional learning model and align the embedded structure to the high quality professional learning cycle, enabling ongoing professional learning to be put into practice and evaluated. We will work toward initiating and embedding professional learning communities across the school to develop teacher excellence and distribute leadership opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$86136 allocated funds Aboriginal background loading	<p>Our 2020 funding allowed us to implement the employment of staff to fulfil the Aboriginal Education Officer role, Aboriginal SLSO and in class tutor and implementation of Aboriginal programs and presentations.</p> <p>The Aboriginal Education team provided additional academic support for students and they worked with families to develop meaningful, aspirational and achievable Personalised Learning Plans. In 2020 due to COVID-19 students did not engage directly with universities however they were supported and encouraged through online platforms.</p>
English language proficiency	\$23 802	<p>Our 2020 funding allowed us to implement the following key structures.</p> <ul style="list-style-type: none"> * Resources to support student learning * Implementation of programs in LST * Teacher professional learning * Employment of staff in the Learning Support Team to support students with ESL needs. <p>In 2020 appropriate resources were sourced and acquired to support student learning engagement and understanding in English literacy.</p> <p>We implemented programs through the Learning Support Team that allowed identified students to increase their skills and understanding of the English language.</p>
Low level adjustment for disability	<p>\$280 368</p> <p>\$185 953 engaged 1.7 staff FTE</p> <p>\$94 415 Flexible</p>	<p>Our 2020 funding allowed us to implement the following key structures.</p> <ul style="list-style-type: none"> * Employment of additional staff for the Learning Support Team * Employment of additional School Learning Support Officers. <p>In 2020, 210 students with additional learning needs were referred to the Learning and Support Team. There were 637 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 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>Low level adjustment for disability</p>	<p>\$280 368</p> <p>\$185 953 engaged 1.7 staff FTE</p> <p>\$94 415 Flexible</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>\$538 109</p>	<p>Our 2020 funding allowed us to implement the following key structures:</p> <ul style="list-style-type: none"> * Employ additional school staffing to improve opportunities and outcomes for students in line with school priorities and needs, this includes employing a second Deputy Principal, TSO and extra SAS staff * 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 all KLAs * 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 (classroom furniture) * 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 and EDROLO for senior students * School marketing/promotion

<p>Socio-economic background</p>	<p>\$538 109</p>	<ul style="list-style-type: none"> * Support development of Visible Learning structures * Support acquisition of STEM resources <p>In 2020 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>TOTAL FOR YEAR: \$28 500</p>	<p>Our 2020 funding allowed us to implement 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 2020 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. They worked toward or to complete their accreditation.</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>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	290	291	274	278
Girls	286	296	279	278

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.5	91.9	91.8	91.9
8	87.6	88.5	89.7	89.4
9	87.8	86.8	85.8	87.7
10	79.5	83.5	84.4	84.2
11	84.1	87	85.1	87.4
12	82	88.9	84.2	88.9
All Years	85.8	87.7	87	88.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3.24	6.44	14.95
Employment	4.32	15.64	5.85
TAFE entry	1.08	0.92	1.95
University Entry	0	0	18.2
Other	0	7.36	7.8
Unknown	0	0	2.6

Year 12 students undertaking vocational or trade training

60.27% of Year 12 students at Young High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.5% of all Year 12 students at Young High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.08
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, 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	1,282,616
Revenue	8,976,808
Appropriation	8,817,865
Sale of Goods and Services	90,317
Grants and contributions	66,973
Investment income	1,320
Other revenue	333
Expenses	-8,889,607
Employee related	-8,076,048
Operating expenses	-813,559
Surplus / deficit for the year	87,201
Closing Balance	1,369,816

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	33,722
Equity Total	928,416
Equity - Aboriginal	86,136
Equity - Socio-economic	538,109
Equity - Language	23,802
Equity - Disability	280,368
Base Total	7,022,859
Base - Per Capita	137,135
Base - Location	14,777
Base - Other	6,870,946
Other Total	534,753
Grand Total	8,519,750

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

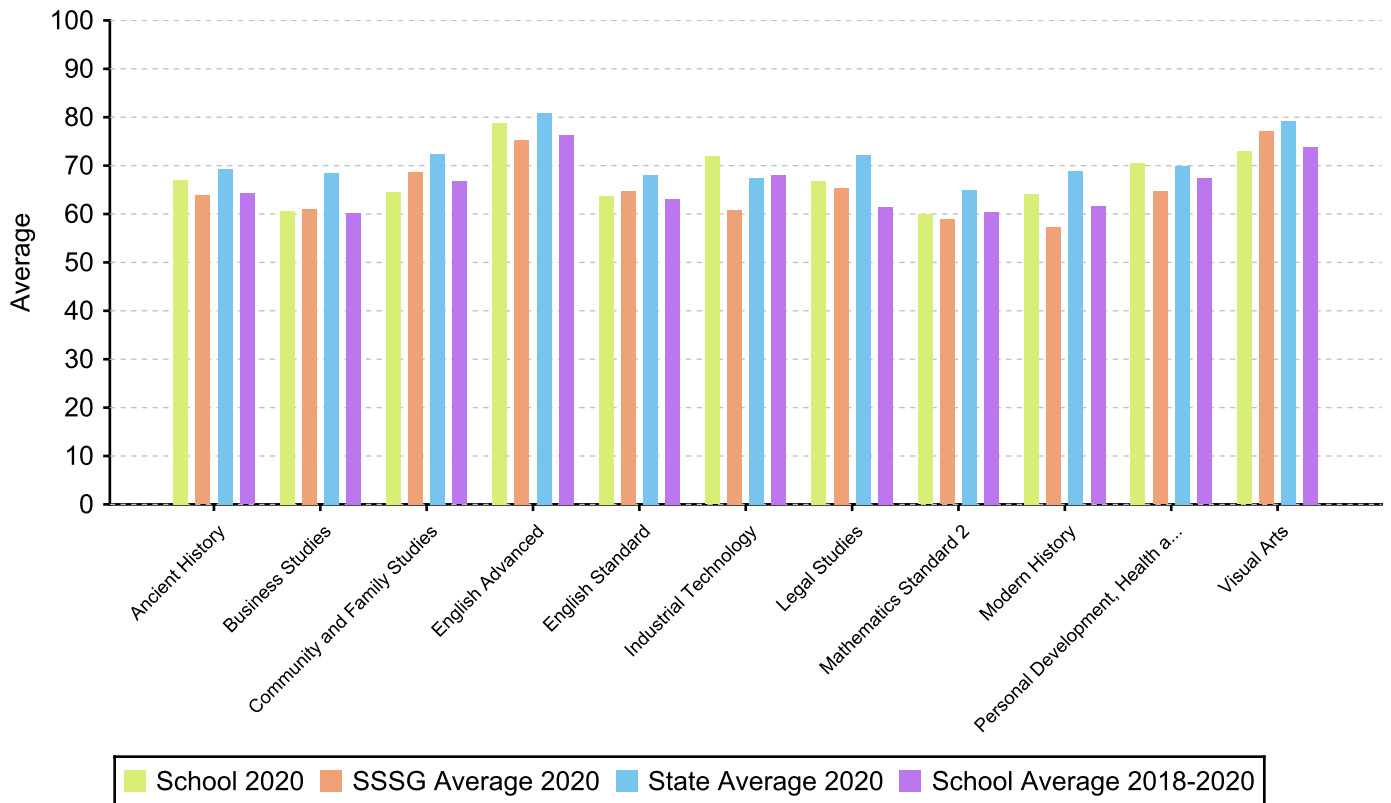
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	67.1	63.8	69.4	64.2
Business Studies	60.6	61.1	68.6	60.2
Community and Family Studies	64.6	68.7	72.4	66.7
English Advanced	78.8	75.3	80.8	76.4
English Standard	63.8	64.8	68.1	63.1
Industrial Technology	71.9	60.9	67.5	68.0
Legal Studies	66.9	65.4	72.1	61.4
Mathematics Standard 2	59.9	58.9	64.9	60.4
Modern History	64.2	57.3	68.9	61.6
Personal Development, Health and Physical Education	70.5	64.7	69.9	67.3
Visual Arts	72.9	77.1	79.2	73.9

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. Results have been varied from previous years due to a reduction in responses and the ability to provide opportunities to complete the survey on school premises due to the COVID-19 restrictions and therefore only 17 parents of our school community chose to take part. Results of these surveys across the school community indicate:

Strengths Across the School

- Students actively participate in a wide range of extra-curricular opportunities across the school which support the holistic development of our students.
- Students understand there are clear rules and expectations for classroom behaviour.
- Most students feel teachers are responsive to their needs and encourage independence.
- There has been an increase in positive student behaviours, a sense of belonging and positive relationships across the school.
- There has been an increase in effective learning time and relevance that 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 as above the state average.
- Teachers feel that there has been a positive increase in parent involvement and leadership across the 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.
- Greater teacher collaboration has had a positive benefit on learning culture which has had an overarching effect on the implementation of new teaching strategies in the future.
- Technology is used effectively in teaching and learning across the school.
- Most parents of students from Young High School feel the school supports positive school behaviour and that they feel welcome at the 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
- Parents are comfortable speaking with teachers in regards to their students.

Areas for future development.

- Parents feel written information from the school is clear and in plain language, however, the message isn't always delivered to them when in this format. There have been further developments and use of new programs to facilitate an increase in the effect of delivering messages to families.
- Focus on the development of programs at school that minimise bullying incidents across the school.
- Increase the opportunity for parents to be involved in school activities that create a stronger school-parent connection.
- 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.