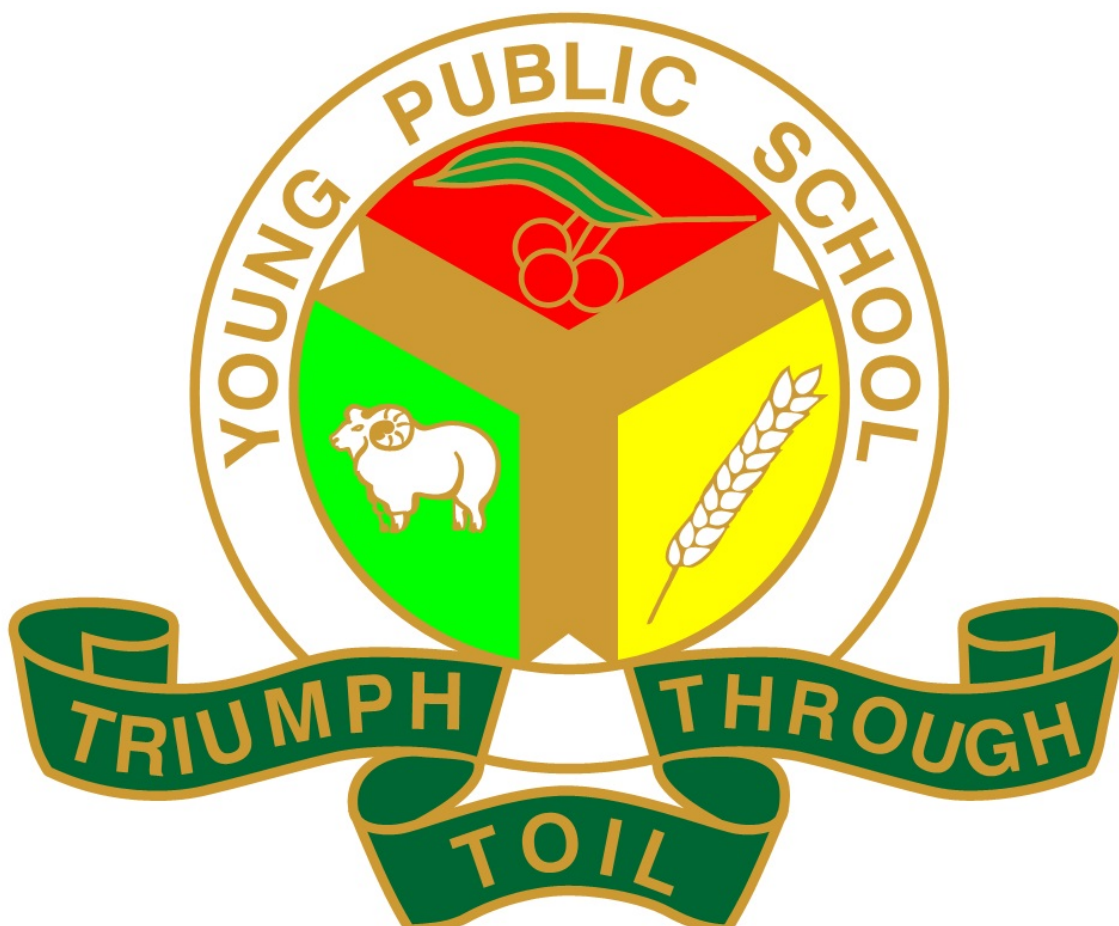


2021 Annual Report

Young Public School



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Introduction

The Annual Report for 2021 is provided to the community of Young Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

School vision statement

At Young Public School our vision is to grow successful learners, successful teachers, and productive citizens through opportunity, equity and a commitment to improvement and excellence.

School context

School context

Young Public School (YPS) is located in the south-west slopes of NSW, on Wiradjuri country, and has an enrolment of 500 students. Students come from a wide range of socio-economic backgrounds with 72% of students in the bottom two quartiles for socio-economic background. Aboriginal students comprise 11% of our total enrolments, with English as an Additional Language/Dialect (EAL/D) students comprising 8% of enrolments. There are three support classes - one multi-categorical class, one autism class, and one class for students with an intellectual disability.

Our students experience a wide range of extra-curricular opportunities. We have a junior and senior band program, choir, and a Year 2 and 3 music program, working in partnership with the Young Regional School of Music. Other programs include: debating and public speaking programs, extension classes, and Riding for the Disabled. YPS partners with Aurora College to support gifted learners through selection and participation in the virtual opportunity class and the virtual selective Year 7 class. We participate in many Primary Schools Sport Association (PSSA) sporting competitions. Our school sporting teams have enjoyed success at the highest levels and many of our students have competed individually at State level.

YPS has a systematic, evidence-based approach to support the learning and wellbeing of all students, with data-informed tiered (universal, small group, individual) intervention supports. The practices of Visible Learning support explicit teaching that is centred on the needs of all students.

The concept of continuous improvement is a guiding principle of our school culture, together with our core values of respect, responsibility, and integrity. Widespread engagement with our whole-school community, as well as the wider community, enables productive working partnerships that benefit our students.

The evaluation and reflection processes undertaken as part of the situational analysis, identified some key areas for improvement in this Strategic Improvement Plan (SIP). The previous strategic improvement plan has resulted in significantly improved student learning attainment. To continue this trend, our data identified effective classroom practice focusing on explicit teaching and effective feedback practices; as well as a curriculum focus on teaching and learning programs, and differentiation. Developing a high-expectations learning culture is targeted at improving attendance, educational aspiration, wellbeing and individual learning needs. Improving teacher practice and effectiveness through explicit systems for collaboration is another significant area of focus and will further develop data-informed practices already widely used.

The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To significantly improve student learning outcomes in reading and numeracy through an integrated whole-school approach to quality teaching, curriculum planning and delivery, and assessment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum

Resources allocated to this strategic direction

Low level adjustment for disability: \$170,316.00

Professional learning: \$8,105.00

Socio-economic background: \$73,000.00

English language proficiency: \$11,986.00

Literacy and numeracy: \$10,000.00

Summary of progress

Two out of three of annual progress measures were met and we are currently exceeding three of the department negotiated Improvement Measure Targets for Strategic Direction 1. Ongoing evaluation of the initiatives are outlined below and will inform future planning.

Curriculum:

Through collaborative practice teams, longitudinal tracking of attainment, teacher lesson observations and feedback, and consistent school wide programming expectations, planning, and implementation; teachers are developing best practice teaching and learning to improve student attainment through quality curriculum provision.

Reading & Numeracy:

Very significant progress in reading attainment is being achieved as measured by multiple data sets, including NAPLAN, PAT, CiA and standardised assessments Dalwood Spelling, WARP, and WARL. The process of embedding consistent and sustainable whole school assessment practices to support the teaching and learning cycle innumeracy has begun with the introduction of Collaborative Practice Teams, including professional learning in collaboration and explicit teaching; as well as teacher observations and feedback on explicit teaching strategies. The development of valid and systematic assessments, and longitudinal monitoring of students from K-6 is required to support sustained improvement of student attainment in numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 31.77% of students perform in the top two (or equivalent) NAPLAN bands in reading (system-negotiated target baseline).	<ul style="list-style-type: none">• 38.6% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement beyond 2021 target of 31.77% and demonstrating significant progress toward the upper bound target of the improvement measure of 39.9%.• Data indicates that 50% of Year 3 students achieved in the top two skill bands (NAPLAN) for reading; and 28% of Year 5 students achieved in the top 2 bands for reading, showing that our Year 3 students are out performing our Year 5 students.
More than 25.05% of students perform in the top two (or equivalent) NAPLAN bands in numeracy (system-negotiated target baseline).	<ul style="list-style-type: none">• 17.6% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.• Data indicates that 21% of Year 3 students achieved in the top two skill

More than 25.05% of students perform in the top two (or equivalent) NAPLAN bands in numeracy (system-negotiated target baseline).	bands (NAPLAN) for numeracy; and 16% of Year 5 students achieved in the top 2 bands for numeracy, showing that our Year 3 students are out performing our Year 5 students. This data represents a decline in our results from our baseline data of 21.29%.
School self-assessment of the element Curriculum indicates maintaining at Delivering.	The school has assessed Curriculum at Delivering.

Strategic Direction 2: High expectations learning culture

Purpose

Develop and sustain a learning culture of high expectations to improve attendance, educational aspiration, as well as meeting individual learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations

Resources allocated to this strategic direction

Low level adjustment for disability: \$61,173.00

Integration funding support: \$15,867.00

Socio-economic background: \$112,910.19

School support allocation (principal support): \$25,716.81

Location: \$14,745.87

Literacy and numeracy: \$2,585.00

Professional learning: \$8,770.00

Aboriginal background: \$58,658.04

Summary of progress

Our annual progress measures for Strategic Direction 2, High Expectations Learning Culture, do not show sustained progress in any of the system-negotiated measures including those from our attendance data and Tell Them From Me.

Additional data sets do show some ongoing progress in additional measures of high expectations including:

- Overall attendance is at 90.9% which is above the DoE average and well above network average. In addition to this, our percentage of students attending at or above 90% of the time is also above State, Network, and SSSG results.
- Our suspension data has remained at a historically low level for the second year, with 1.16% of students receiving a suspension, down from 2.59% in 2020 and 2.40% in 2019. The number of suspensions remained at 17 for the second year in a row, down from several years at 29.
- Our referrals for behaviour support continued to show improvement: Tier 3 students (6 or more referrals) decreased from 8% in 2020 to 5% in 2021, which achieves the goal of 5% of students in Tier 3. The number of Tier 2 students (between 2 and 5 referrals) increased slightly from 9% to 11%, just outside the goal of 10%. Tier 1 students comprised 84% of the student population, which is very close to the goal 85% of students achieving Tier 1.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased percentage of students attending 90% of the time by 7.64% (system-negotiated target).	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 5.49% to 72.71%.• The overall attendance rate is 90.9% which is above the DoE State average.
Increased percentage of students reporting positive wellbeing in the Tell Them From Me (TTFM) survey by 2.19%	<ul style="list-style-type: none">• Students reporting positive wellbeing outcomes has decreased by 5.76% to 77.55% across the positive wellbeing measures.
School self-assessment of the element 'Learning Culture' indicates moving	<ul style="list-style-type: none">• The school has assessed Learning Culture at Delivering.

towards Sustaining and Growing.	
School self-assessment of the element 'Wellbeing' indicates maintaining Sustaining and Growing.	<ul style="list-style-type: none"> • The school has assessed Wellbeing at Sustaining and Growing.

Strategic Direction 3: Effective collaboration

Purpose

Improve teacher practice and effectiveness through explicit systems for collaboration, and coaching and mentoring, resulting in improved growth in reading and numeracy outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$44,847.00

QTSS release: \$98,551.72

Literacy and numeracy intervention: \$94,179.12

Professional learning: \$25,015.00

Summary of progress

Significant progress has been achieved in the development of a collaborative culture that facilitates regular opportunities for teacher to engage in professional discussion and learning that focuses on student learning needs; and the development of their own practice. The High Impact Professional Learning school self-assessment tool was utilised by the leadership team to identify current practices within the school; as well as pathways for further development towards a high impact professional learning environment.

Members of the leadership team continued to engage in the LEED (Leading Evaluation, Evidence and Data) CESE project to develop the evaluative culture within the school.

- Professional learning plans, teaching and learning programs, and Collaborative Practice Team (CPT) meeting minutes indicate 100% of classroom teachers are collaborating through their participation in Collaborative Practice Teams; including observations and feedback, professional learning in collaboration and explicit teaching practices, and data informed practice.
- CPT classroom observations and program sharing indicates 100% of classroom teachers utilise learning intentions and success criteria in some of their lessons to establish learning goals for all students.
- Using the 10 point scale, YPS achieved a school mean of 7.4, against the NSW Govt Norm of 7.5, for students reporting via Tell Them From Me, that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 62.66% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline).	The proportion of students achieving expected growth in reading increased to 72.31% indicating achievement beyond the system negotiated target.
More than 50.92% of students achieve expected growth NAPLAN numeracy (system-negotiated target baseline).	The proportion of students achieving expected growth in numeracy increased to 62.50% indicating achievement beyond the system negotiated target.
School self-assessment of the element 'Learning and Development' indicates moving towards Sustaining and Growing.	• The school has assessed Learning and Development at Delivering
School self-assessment of the element	• The school has assessed Effective Classroom Practice at Delivering

'Effective Classroom Practice' indicates maintaining at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,867.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Young Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. Student learning data was regularly reviewed and learning programs adjusted to support students learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student progress reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$185,910.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Young Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intensive reading instruction to support identified students with additional needs • supplementation of extra-curricular activities such as music programs and extension programs • equitable access to specialist resources including speech therapy and occupational therapy • professional development of staff through MiniLit and Initialit to support student learning • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: Year 3 NAPLAN Reading above Statistically similar school groups (SSSG) Year 5 NAPLAN Reading above SSSG</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to identify and support all students requiring an intensive reading intervention to support our trajectory towards achieving our upper-bound target in reading. Numeracy attainment will be a strong focus in the school to support our trajectory towards achieving our numeracy targets.</p>
<p>Aboriginal background</p> <p>\$58,658.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Young Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$58,658.04</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of SLSOs to support students with additional learning needs <p>The allocation of this funding has resulted in: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. TTFM surveys Aboriginal students regarding access to culture and cultural safety. Overall, 77% of Aboriginal students reported feeling good about their culture. 63% of Aboriginal students reported that their teachers understood their culture. 34 Aboriginal students accessed 105 interventions. Four students engaged in leadership opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: embedding more access to culture for our Aboriginal students; continuing to focus on an authentic and effective PLP process.</p>
<p>English language proficiency</p> <p>\$11,986.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Young Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use. Student progress showing high growth in reading and spelling with 67% of EAL/D students in Year 3 in the top band for NAPLAN Reading, and 50% of EAL/D students in Year 5 achieving 'at or above expected growth' in NAPLAN Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop understanding of EAL/D students through evaluative processes that focus on the achievement of EAL/D students. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers for EAL/D.</p>
<p>Low level adjustment for disability</p> <p>\$276,336.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Young Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • High Expectations

<p>Low level adjustment for disability</p> <p>\$276,336.00</p>	<ul style="list-style-type: none"> • Effective Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will continue to develop evaluative processes to determine the efficacy of interventions.</p>
<p>Location</p> <p>\$14,745.87</p>	<p>The location funding allocation is provided to Young Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for principal support • student assistance to support excursions and school sport participation <p>The allocation of this funding has resulted in: increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing evaluative processes that ensure that all students in this cohort have equitable access to extra curricular and other opportunities to overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$12,585.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Young Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: * an increase in the top two bands for NAPLAN Reading from 31% to 50%</p>

<p>Literacy and numeracy</p> <p>\$12,585.00</p>	<p>* baseline data for reading fluency established for all year levels, with average reading fluency (words correct per minute) above 100 in years 2 to 6.</p> <p>* a significant decrease in the number of children requiring intensive reading interventions from years 1 to 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to resource our intensive reading support programs and to develop our evaluative practices to ascertain the support needs of each child, as well as the professional learning required for teachers so that the achievement of all students in reading is at or above expected growth.</p>
<p>QTSS release</p> <p>\$98,551.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Young Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. * 100% of teachers are engaged in collaborative practice. * 100% of teachers utilise learning intentions and success criteria (LISC) in writing * 100% of teachers have engaged in learning walks, observation and feedback. <p>77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria</p> <p>After evaluation, the next steps to support our students with this funding will be: the further development of quality LISC that support differentiation, and high expectations learning including surface, deep and transfer learning; and support the development of high quality feedback between teachers, teachers and students, and between students. Shifting our focus from observing teachers during the instructional phase of the learning to focusing on the learner through the three Visible Learning questions (What are you learning? How are you going? What do you need to do to improve?) so that teaching efficacy is evaluated through the learning that has occurred.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Young Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional release from face to face teaching for assistant principals to support the development of instructional leadership skills <p>The allocation of this funding has resulted in: improved data skills and evaluative practice in the middle leadership group</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching by assistant principals where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$230,068.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using Dalwood Spelling and WARL/WARP data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Further evaluation using the learning progressions and NAPLAN to quantify the progress each student has made.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	293	290	251	241
Girls	254	252	250	259

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93.8	93.7	92.2
1	94.7	93.4	93	93.1
2	94.5	94.4	91.7	92.5
3	94.7	93.9	93.7	92.2
4	94.6	93.8	92.8	91.9
5	93.6	93	90.4	90.7
6	92.8	93.5	91.8	90.7
All Years	94.3	93.7	92.4	91.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.91
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	118,639
Revenue	5,685,496
Appropriation	5,611,387
Sale of Goods and Services	7,080
Grants and contributions	50,994
Investment income	41
Other revenue	15,994
Expenses	-5,635,608
Employee related	-5,196,896
Operating expenses	-438,712
Surplus / deficit for the year	49,888
Closing Balance	168,527

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.

	2021 SBAR Adjustments (\$)
Targeted Total	15,872
Equity Total	532,686
Equity - Aboriginal	58,658
Equity - Socio-economic	186,574
Equity - Language	12,138
Equity - Disability	275,316
Base Total	4,249,723
Base - Per Capita	127,533
Base - Location	14,746
Base - Other	4,107,444
Other Total	460,619
Grand Total	5,258,900

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.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parents feel welcome YPS 7.7, State Norm 7.4

Parents are informed YPS 7.1 (increase by 0.1), State Norm 6.6

School support learning YPS 7.5 (increase by 0.1), State Norm 7.3

School supports positive behaviour YPS 7.9 (increase by 0.1) State Norm 7.7

Safety at school YPS 7.5 (increase of 0.2), State Norm 7.4

Inclusive school YPS 7.5 (increase of 0.7), State Norm 6.7

Many of the parent indicators have significantly improved in the last 12 months.

There were 49 respondents down from 77 in 2020

Student Satisfaction

The Tell Them From Me Survey measures wellbeing markers in students in Years 4, 5 and 6.

YPS progress towards wellbeing targets are as follows:

- Wellbeing - Advocacy at School, 82.87%, has declined 7.99% over the last three years. However, we are still on track to meet this target.
- Wellbeing - Expectations for Success has declined by , 88.04%, has declined by 4.50% over the past three years.
- Wellbeing - Sense of Belonging, 61.75% has declined by 4.92% over three years.

Other key TTFM metrics include:

- 62% of students at YPS have a positive sense of belonging compared with NSW Govt Norm of 81%.
- 90% of students at YPS have positive behaviour at school compared with the NSW Govt of 83%.
- 54% of students at YPS have high belonging and high expectations compared with 60% NSW Govt Norm.
- 78% of students at YPS have high advocacy and high expectations compared with 68% NSW Govt Norm.

Teacher Satisfaction

The following is a summary of the 2021 People Matter Employee Survey carried out annually in the NSW public service:

- 98% of staff at Young Public School completed the survey
- The main strengths listed below include: 'I understand what is expected of me to do well in my job' at 95% agreement and 'There are people at work who care about me' at 91%.
- There was significant improvement in the following: 'My organisation generally selects capable people to do the job' up 28 points to 70%; and 'Change is managed well in my organisation' up 27 points to 58%.
- The most pleasing improvement is 'People in my workgroup treat each other with respect' up 25 points to 80%.
- The PMES survey identified several opportunities to improve the working lives of YPS staff. In particular, 'I have the time to do my job well' increased to 53% up 13%, and 'My manager appropriately deals with employees who perform poorly' increased by 14% to 53%.
- The areas that decreased the most included, 'I find my life at work fulfilling' down 15% to 64%; and 'In general, my sense of wellbeing is..' down 12% to 69%.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.