

2021 Annual Report

Young North Public School



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Introduction

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

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

At YNPS we strive for:

"Equity, inclusivity, innovation and impact through excellence and engagement. Every student, every classroom, every day."

School context

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

At Young North PS all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Our aim is for students to consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

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.

- EXPLICIT TEACHING AND FEEDBACK
- DATA TO INFORM PRACTICE

Resources allocated to this strategic direction

Professional learning: \$10,625.00
Socio-economic background: \$63,448.00
Low level adjustment for disability: \$62,976.00
Literacy and numeracy intervention: \$58,862.00
English language proficiency: \$8,930.00
Early Action for Success (EaFS): \$128,634.00
Aboriginal background: \$34,867.00
Per Capita: \$29,138.00
QTSS release: \$20,817.00

Summary of progress

In Strategic Direction(SD) 1 Growth and Attainment Young North Public School (YNPS) has focused on initiatives that have targeted explicit teaching and feedback through initiatives including the implementation K-6 of SMART spelling, the development and implementation of a schoolwide consistent reading strategy and numeracy strategy implementation. A whole school approach driven by professional learning, targeted resourcing and quality research into the most effective evidence-based teaching methods have optimised learning progress of students and strategic high impact teaching methods for staff. This is evidenced by a continued upward projectory of our system negotiated targets in reading and numeracy, achievement of our school based improvement measures for progression data in year 2 and validation against the school excellence framework beyond our targets as evidenced through external validation. In SD 1 Growth and attainment YNPS has focused on Data to Inform Practice frameworks such as a 5 weekly inquiry cycle and continued development of new key learning area scope and sequences with embedded assessment timelines.

In 2022, we will continue to use quality research and high impact strategies with an instructional leadership focus for all middle executive particularly through the allocation of a staffing entitlement 1.8 staff to the position of Assistant Principal Curriculum & Instruction(AP C & I). We will continue to build the capacity of all stakeholders expertise in analysing and using a range of data in teaching through a planned and strategic focus on the What works best teacher survey data collated at the end of 2021 with 65% of staff rating at a high 4 or 5 in explicit teaching and 85% of staff rating at a high competence level of 4 or 5 in use of data to inform practice. We will adjust our focus and ensure that both the reading and numeracy strategy whole school focus is driven by student need with a particular focus on fluency in reading and numeracy. YNPS will also become familiar with the new syllabus as a self selected school K-2 in 2022 and adjust our learning scope and sequences as a reflection. These adjustments are also supported by the the future improvements for school development for future growth identified through external validation in 2021 in the elements of learning culture, assessment and data skills and use.

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
Achievement of 2021 system negotiated targets:	• <i>In numeracy, 15.85% of students are in the top two skill bands for numeracy indicating an increase of 4.74% against baseline data</i>

<ul style="list-style-type: none"> • A min of 25.6% of Year 3 and 5 students achieve in Top 2 Bands in Numeracy(lower bound) • A min of 35.5% of Year 3 and 5 students achieve in Top 2 Bands in Reading(lower bound) 	<ul style="list-style-type: none"> • <i>In reading, 30.95% of students are in the top two skill bands for reading which is an increase of 10.22% against baseline data.</i>
<p>Improvement as measured by the school excellence framework:</p> <p>Learning:</p> <p>Student Performance measures are validated at delivering</p> <p>Learning Culture, Curriculum, assessment and reporting are validated at sustaining and growing</p> <p>Teaching</p> <p>Effective classroom practice, data skills and use and professional standards are validated at delivering</p>	<ul style="list-style-type: none"> • <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Learning Domain at excelling in Learning Culture and Curriculum, at sustaining and growing for assessment and reporting and at delivering for student performance measures.</i> • <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Teaching Domain at excelling in effective classroom practice, sustaining and growing in data skills and use and professional standards.</i>
<p>School based Improvement measures:</p> <p>Reading: At least 80% of students in Year 2 at a text level of 25 and will have achieved within level 6 of Understanding Text elements of the Literacy progressions</p> <p>Numeracy: At least 80% of students completing Year 2 will have achieved the learning indicators within the Quantifying Number Level of the Numeracy progression markers</p>	<ul style="list-style-type: none"> • <i>100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2.</i> • <i>82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers.</i>
<ul style="list-style-type: none"> • Increase the proportion of Aboriginal and Torres Strait Islander students in the top 2 NAPLAN bands for reading and numeracy. 	<ul style="list-style-type: none"> • <i>YNPS did not have students sitting NAPLAN in one of the target year groups 2021. Individual student progress is reported directly to parents and carers throughout the year.</i>

Strategic Direction 2: Build a culture of Excellence

Purpose

At Young North PS the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

We use an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

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.

- INSTRUCTIONAL LEADERSHIP
- COLLABORATIVE PRACTICE

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$42,879.00
Socio-economic background: \$122,383.00
Low level adjustment for disability: \$44,013.00
English language proficiency: \$13,394.00
Per Capita: \$19,425.00
Literacy and numeracy: \$9,161.43
Professional learning: \$12,139.00
QTSS release: \$41,632.73
Beginning teacher support: \$49,020.00

Summary of progress

In Strategic Direction(SD) 2 Build a culture of excellence Young North Public School(YNPS) has focused on initiatives that have targeted instructional leadership through the Early Action For Success initiative (EaFS) and the provision of a Deputy Principal Instructional Leader K-3. Instructional leadership has been embedded at YNPS for the last 4 years through this position and has focused on professional learning strategies that have upskilled teachers in using benchmark progression data from Kindergarten to Year 6, intense unpacking of the rural/remote strategy, literacy strategy, premiers priorities and subsequent evolution of our signature pedagogy of quality learning environments(QLE). This promotes a high performance culture use of exemplars, that is responsive, using adjustments to learning made so that all students are challenged and leads to improved learning, goal setting and safe spaces where students can take learning risks because assessment is systematic and reliable. This is evidenced by a continued upward trajectory in being close to achieving our target in reading growth and hitting our target in numeracy growth in NAPLAN.

In combination with this, in SD 2 Build a culture of excellence, YNPS has focused on initiatives that targeted collaborative practice through high expectations around a continuous improvement culture through collaborative planning days and provision of knowledgeable other's to support the building of capacity of early career teachers and promotion of a high performance and expectations culture within the school community. Resourcing has strategically planned for the collaborative planning stage teams cycle every 5 weeks and facilitated teachers coplanning, coteaching and coreflecting through the triangulation of data against the measure of one year's growth for one year's learning. This is evidenced by external validation in 2021 and self-assessment against the School Excellence Framework which shows the school currently performing in the Learning Domain in curriculum, Teaching Domain in effective classroom practice and learning and development and in the Leading Domain in educational leadership at excelling.

In 2022, we will continue to make provision for collaborative planning days in stage teams guided by knowledgeable others and instructional leadership of middle executive through strategic resourcing in 5 weekly cycles. Collaborative practice and feedback will include a more consistent focus on classroom observations, modelling of effective practice and timely feedback to staff and students. A distributed leadership model and the provision of two Assistant Principal Curriculum and Instruction(AP C & I) positions will support the continued development of a professional learning community whereby classrooms are freely open to others for peer observations and learning walkthroughs.

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
<ul style="list-style-type: none"> • A minimum of 50% of students in Year 3 and Year 5 achieving expected growth in Numeracy • A minimum 50% of students in year 3 and Year 5 achieving expected growth in Reading. 	<ul style="list-style-type: none"> • <i>In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%.</i> • <i>In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%.</i>
<p>Improvement as measured by the school excellence framework:</p> <p>Learning: Curriculum, Assessment and Reporting validated at sustaining and growing</p> <p>Teaching: Effective Classroom Practice validated at delivering and Learning and Development validated at sustaining and growing.</p> <p>Leadership: Educational Leadership validated at sustaining and growing.</p>	<ul style="list-style-type: none"> • <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Learning Domain at excelling in Curriculum and sustaining and growing in reporting and assessment.</i> • <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Teaching Domain at excelling in effective classroom practice and learning and development.</i> • <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Leadership Domain at excelling in educational leadership.</i>

Strategic Direction 3: Engagement at all levels

Purpose

At Young North PS, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing and, therefore, engagement of all students so they can connect, succeed, thrive and learn.

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.

- COMMUNITY ENGAGEMENT
- INDIVIDUALISED LEARNING

Resources allocated to this strategic direction

Professional learning: \$7,500.00
Socio-economic background: \$149,923.00
Low level adjustment for disability: \$31,489.00
Integration funding support: \$158,650.00
School support allocation (principal support): \$17,743.00
Refugee Student Support: \$1,102.00
Per Capita: \$29,139.00
English language proficiency: \$4,465.00
Aboriginal background: \$19,513.00
Location: \$8,761.00

Summary of progress

In strategic direction(SD) 3 engagement at all levels Young North Public School(YNPS) has focused on initiatives within community engagement that have targeted high expectations and collaboration with all stakeholders. The learning and engagement team has restructured and there has been strategic resourcing of an National Disability Insurance Scheme(NDIS) hot desk and coordinator, building the capacity of School Learning Support Officer's(SLSO's) in interventions in speech and occupational therapy and school wide targeted lessons on engagement and being "ready to learn" through zones of regulation. YNPS has also focused on initiatives stemming from being "known valued and cared for" building on newly established innovative and evolving programs in our Young North Stars(YNS) care groups, the YNPS cultural education team, staff wellbeing focus and student voice forums. This is evidenced by self-assessment against the School Excellence Framework which shows the school currently performing in the Learning Domain at excelling in learning culture and wellbeing and in the Leadership Domain at excelling.

In SD 3 engagement at all levels YNPS has focused on initiatives of individualised learning-individual case management and inclusive aspirations. Through strategically investing in the Stronger Smarter professional learning for our middle executive a focus in 2021 was placed on high expectation relationships across the school with professional learning for all staff and community through the Parents & Citizens(P & C) platform. Strategic resourcing and planning through a future focused initiative in Science Technology Engineering the Arts and Mathematics(STEM) has given provision to a greater breadth of curriculum exposure, alongside the development of whole school scope and sequences in all key learning areas (KLA's) with embedded assessment and units of work. Even with the barriers of the last two years community satisfaction is high. This is evidenced by end of 2021 parent surveys across equity groups where 71% parents rated highly informed in regards to their students learning.

These initiatives have been greatly impacted by the restrictions in place throughout covid-19 pandemic in 2021- attendance data is not reliable. Wellbeing data has decreased and triangulated with staff, parent and student data at the end of 2021, as well as the baseline The Resilience Project (TRP) youth survey this year, are directly related to the world pandemic in 2020/21 as the major impactor.

In 2022, we will continue to be future focused through the provision of the Rural Access Gap (RAG) program and a Digital Classroom Officer (DCO) and critical and creative thinking and digital classroom team. There will be a continued strong focus on learning and engagement through strategic investment in The Resilience Project(TRP) in combination with Young High School to prepare our school community for the impacts of the global pandemic as evidenced by the world health organisation predictions into the next eight years. These adjustments are supported by a decline as evidenced in our Tell Them From Me(TTFM) data survey triangulated with TRP youth survey baseline data and will

ensure our students are as best prepared as possible into the future.

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
<ul style="list-style-type: none">• Attendance-Uplift of 3% of students attending more than 90% of time	<ul style="list-style-type: none">• <i>The number of students attending greater than 90% of the time or more has decreased by 7.21%</i>
Improvement as measured by the school excellence framework : Learning: Learning Culture will be validated at sustaining and growing and wellbeing will be validated at excelling. Leadership: Educational Leadership will be validated at sustaining and growing.	<ul style="list-style-type: none">• <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Learning Domain at excelling in learning culture and wellbeing.</i>• <i>Self-assessment against the School Excellence Framework shows the school currently performing in the Leadership Domain at excelling.</i>
<ul style="list-style-type: none">• Wellbeing-TTFM data (expectations for success, advocacy and sense of belonging at school) to be above 75% of students.	<ul style="list-style-type: none">• <i>77.08% of students reported positive wellbeing in the aggregated areas of sense of wellbeing, advocacy and expectations of success. This is a slight decrease of 1.67% from 2020 baseline data.</i>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,102.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • COMMUNITY ENGAGEMENT <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Self-assessment against the School Excellence Framework shows the school currently performing in the Learning Domain at excelling in learning culture and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of additional staff and resources as needed.</p>
<p>Integration funding support</p> <p>\$158,650.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Young North 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"> • COMMUNITY ENGAGEMENT <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 • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Greater support within mainstream classrooms for complex students. This is evidenced by minimal behaviour incidents and one year's growth for one year's learning for our Integration Funding Support(IFS) students as evidenced in their Individual Education Plans (IEPs).</p> <p>After evaluation, the next steps to support our students with this funding will be: Strategically allocated for continued support in classrooms through the employment of Student Learning Support Officers and staff to provide for time for learn, do and reflect to reset IEP's and student goals according to need.</p>
<p>Socio-economic background</p> <p>\$335,754.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Young North 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"> • EXPLICIT TEACHING AND FEEDBACK • DATA TO INFORM PRACTICE • INSTRUCTIONAL LEADERSHIP • COMMUNITY ENGAGEMENT • COLLABORATIVE PRACTICE

<p>Socio-economic background</p> <p>\$335,754.00</p>	<ul style="list-style-type: none"> • INDIVIDUALISED LEARNING <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Instructional leadership and knowledgeable others to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • additional staffing to implement intensive reading and numeracy interventions and Young North stars initiatives to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>In numeracy, 15.85% of students are in the top two skill bands for numeracy indicating an increase of 4.74% against baseline data.</p> <p>In reading, 30.95% of students are in the top two skill bands for reading which is an increase of 10.22% against baseline data.</p> <p>100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding text of the literacy progressions in year 2.</p> <p>82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers.</p> <p>In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%.</p> <p>In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to make provision for collaborative planning days in stage teams guided by knowledgeable others and instructional leadership of middle executive through strategic resourcing in 5 weekly cycles.</p> <p>Collaborative practice and feedback will include a more consistent focus on classroom observations, modelling of effective practice and timely feedback to staff and students. A distributed leadership model and the provision of two Assistant Principal Curriculum and Instruction (AP C & I) positions will support the continued development of a professional learning community whereby classrooms are freely open to others for peer observations and learning walkthroughs.</p>
<p>Aboriginal background</p> <p>\$54,380.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Young North 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 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"> • EXPLICIT TEACHING AND FEEDBACK • INDIVIDUALISED LEARNING <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$54,380.00</p>	<p>The allocation of this funding has resulted in: Increased attendance for our ATSI students at above 95% Increased cultural safety as evidenced by attendance at our flag raising ceremony by local AECG members and elders</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to be future focused through the provision of the Stronger Smarter program and an Aboriginal Linkages Officer(ALO) and Young North Public School(YNPS) cultural education team. There will be a continued strong focus on learning and engagement through strategic investment in The Resilience Project(TRP) in combination with Young High School (YHS) to prepare our school community for the impacts of the global pandemic as evidenced by the world health organisation predictions into the next 8 years.</p>
<p>English language proficiency</p> <p>\$26,789.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Young North 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"> • EXPLICIT TEACHING AND FEEDBACK • INSTRUCTIONAL LEADERSHIP • COLLABORATIVE PRACTICE • COMMUNITY ENGAGEMENT <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: EALD students results sit within whole school cohort groupings as below: In numeracy, 15.85% of students are in the top two skill bands for numeracy indicating an increase of 4.74% against baseline data In reading, 30.95% of students are in the top two skill bands for reading which is an increase of 10.22% against baseline data. 100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2. 82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers. In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%. In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%. Individual student results and progress for EAL/D students are reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support EALD students within whole school initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$138,478.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Young North 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"> • EXPLICIT TEACHING AND FEEDBACK

<p>Low level adjustment for disability</p> <p>\$138,478.00</p>	<ul style="list-style-type: none"> • DATA TO INFORM PRACTICE • INSTRUCTIONAL LEADERSHIP • COMMUNITY ENGAGEMENT • COLLABORATIVE PRACTICE <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in:</p> <p>In numeracy, 15.85% of students are in the top two skill bands for numeracy indicating an increase of 4.74% against baseline data</p> <p>In reading, 30.95% of students are in the top two skill bands for reading which is an increase of 10.22% against baseline data.</p> <p>100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2.</p> <p>82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers.</p> <p>In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%.</p> <p>In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue strategic resourcing of an National Disability Insurance Scheme (NDIS) hot desk and coordinator, building the capacity of Student Learning Support Officer' (SLSOs) in interventions in speech and occupational therapy and school wide targeted lessons on engagement and being "ready to learn" through zones of regulation. Young North Public School (YNPS) has also focused on initiatives stemming from being "known valued and cared for" building on newly established innovative and evolving programs in our Young North Stars (YNS) care groups, the YNPS cultural education team, staff wellbeing focus and student voice forums.</p>
<p>Location</p> <p>\$8,761.00</p>	<p>The location funding allocation is provided to Young North 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"> • INDIVIDUALISED LEARNING <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in:</p> <p>Upwards of 90% attendance at incursions and excursions</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to support incursions and excursions with the high</p>

Location \$8,761.00	expectation that no student will be left behind.
Literacy and numeracy \$9,161.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Young North 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"> • INSTRUCTIONAL LEADERSHIP <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%. In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to build a culture of excellence. Young North Public School(YNPS) has focused on initiatives that targeted collaborative practice through high expectations around a continuous improvement culture by provision of collaborative planning days and knowledgeable others to support the building of capacity of early career teachers and promotion of a high performance and expectations culture within the school community. Resourcing has strategically planned for the collaborative planning stage teams cycle every 5 weeks and facilitated teachers coplanning, coteaching and coreflecting through the triangulation of data against the measure of one years growth for one years learning. The school will no longer receive Literacy and Numeracy funding from the beginning of 2022.</p>
Early Action for Success (EAfS) \$171,513.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Young North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • EXPLICIT TEACHING AND FEEDBACK • DATA TO INFORM PRACTICE • INSTRUCTIONAL LEADERSHIP <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: 100% of students in year 2 reached a text level of 25 and 79% of students</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2. 82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive EAfS funding from the beginning of 2022. Please see evaluation for covid ILSP to see future directions after evaluation.</p>
<p>QTSS release</p> <p>\$62,449.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Young North 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"> • DATA TO INFORM PRACTICE • COLLABORATIVE PRACTICE <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 • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Self-assessment against the School Excellence Framework shows the school currently performing in the Learning Domain at excelling in Curriculum and sustaining and growing in reporting and assessment. Self-assessment against the School Excellence Framework shows the school currently performing in the Teaching Domain at excelling in effective classroom practice and learning and development. Self-assessment against the School Excellence Framework shows the school currently performing in the Leadership Domain at excelling in educational leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to make provision for collaborative planning days in stage teams guided by knowledgeable others and instructional leadership of middle executive through strategic resourcing in 5 weekly cycles. Collaborative practice and feedback will include a more consistent focus on classroom observations, modelling of effective practice and timely feedback to staff and students. A distributed leadership model and the provision of two Assistant Principal Curriculum and Instruction positions will support the continued development of a professional learning community whereby classrooms are freely open to others for peer observations and learning walkthroughs.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Young North 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"> • EXPLICIT TEACHING AND FEEDBACK <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted

<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: 100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2. 82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to focus on initiatives that have targeted explicit teaching and feedback through initiatives including the implementation K-6 of SMART spelling, the development and implementation of a schoolwide consistent reading strategy and numeracy strategy implementation. A whole school approach driven by professional learning, targeted resourcing and quality research into the most effective evidence-based teaching methods have optimised learning progress of students and strategic high impact teaching methods for staff. The school will no longer receive this funding from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$218,885.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were just off the boil in literacy and numeracy. • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: In numeracy, 15.85% of students are in the top two skill bands for numeracy indicating an increase of 4.74% against baseline data In reading, 30.95% of students are in the top two skill bands for reading which is an increase of 10.22% against baseline data. 100% of students in year 2 reached a text level of 25 and 79% of students have achieved the learning indicators within level 6 of understanding Text of the literacy progressions in year 2. 82% of students in year 2 have achieved the learning indicators within quantifying number level 9 of the numeracy progression markers. In Numeracy, 57.58% of students have achieved expected growth in Numeracy in 2021. The proportion of year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.58%. In Reading, 50% of students have achieved expected growth in reading in 2021. The proportion of year 5 students achieving expected growth in NAPLAN reading has decreased by 3.85%.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to focus on instructional leadership that has been embedded at Young North Public School(YNPS) for the last 4 years through this position and the focus on professional learning strategies that have upskilled teachers in using benchmark progression data from Kindergarten</p>

<p>COVID ILSP</p> <p>\$218,885.00</p>	<p>to Year 6, intense unpacking of the rural/remote strategy, literacy strategy, premiers priorities and subsequent evolution of our signature pedagogy of quality learning environments(qls). This promotes a high performance culture use of exemplars, that is responsive, using adjustments to learning made so that all students are challenged and leads to improved learning, goal setting, safe spaces where students can take learning risks because assessment is systematic and reliable. This is evidenced by a continued upward trajectory in being close to achieving our target in reading growth and hitting our target in numeracy growth in NAPLAN.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	138	156	159	157
Girls	144	149	139	140

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	95.1	93.8	93.3
1	93.6	94.7	96.1	91.8
2	92.7	92	94	94.4
3	93.1	93.5	93.1	89.4
4	94.1	93.9	91.1	93.2
5	94.2	92.1	94.1	90
6	95.1	94.6	93.2	90.5
All Years	93.8	93.7	93.6	91.7
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
Assistant Principal(s)	4
Classroom Teacher(s)	14.24
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	6.79

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	217,645
Revenue	4,550,492
Appropriation	4,498,387
Sale of Goods and Services	5,851
Grants and contributions	46,139
Investment income	115
Expenses	-4,540,011
Employee related	-3,979,978
Operating expenses	-560,033
Surplus / deficit for the year	10,481
Closing Balance	228,126

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	139,097
Equity Total	555,402
Equity - Aboriginal	54,380
Equity - Socio-economic	335,754
Equity - Language	26,790
Equity - Disability	138,478
Base Total	3,089,996
Base - Per Capita	77,702
Base - Location	8,761
Base - Other	3,003,533
Other Total	370,480
Grand Total	4,154,976

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

In 2021 students, parents and staff participated in a variety of forums and surveys staff surveys to gain feedback on wellbeing, student progress and around school systems/structures to gain information for whole school future directions.

Students:

Wellbeing-Tell Them From Me(TTFM) data (expectations for success, advocacy and sense of belonging at school) to be above 83.7% of students.

TTFM data indicates that *77.08% of students reporting positive wellbeing outcomes has decreased overall by 1.67% across the positive wellbeing measures including an increase of 5.83% in advocacy to 81.9, a decrease in sense of belonging by 10.62% TO 57.76% and a slight decrease in expectations of success of 0.155 to 91.45%.*

Staff:

People Matter survey-

Positive gains

- 88% of staff have job satisfaction at Young North Public School (YNPS) compared to 70% in the sector.
- 84% of staff are satisfied with wellbeing, health and safety compared to 76% in the sector.
- 81% of staff are satisfied with communication and change management compared to 62% in the sector.
- 78% of staff are satisfied with senior managers compared to 58% in the sector.
- 80% are satisfied with feedback and performance management compared to 63% in the sector.
- 85% are satisfied that performance is assessed against clear criteria an increase of 17% compared to 2019.
- 85% are satisfied that their manager provides recognition for the work that they do.
- 92% are satisfied that personal background is not a barrier to participation in my organisation.

Areas for growth & Improvement

- 62% of staff can keep work stress levels at an acceptable level.
- 69% of staff feel that senior managers keep employees informed about what's going on.
- 66% of staff feel they can share a different view to others in my organisation.
- 72% of staff feel that they are treated by respect by people in their work group.

What Works Best(WWB) survey data and rating scales 2020/2021-

Staff rated themselves on a 5 point rating scale on skill level in relation to 8 themes in what works best to inform future school wide professional learning(PL). Percentage of teachers who rated themselves 4 or 5 on the rating scale(High to Outstanding)

- High Expectations 75%
- Explicit teaching 65%
- Effective Feedback 45%
- Use of data to inform Practice 85%
- Assessment 60%
- Classroom management 85%
- Wellbeing 80%
- Collaboration 85%

School Administration Support Staff(SASS)/Student Learning Support Officer(SLSO) staff survey-google docs 2021

- 67% of staff rated 8-10 on being informed about student learning to assist them in their role-more time needed to discuss impact of interventions and reset goals, as well as changes in circumstances for some students.
- 51% of staff rated 9-10 feeling valued in their role, other 49% rated from 3-8-feeling valued is not consistent but working well is consistent therefore a mismatch.
- 92% of staff rated 7-10 for YNPS utilising their strengths well-office staff would like to join classes more often.

Parents/Caregivers:

Parents in equity groups were given phone calls at the end 2021 to answer questions related to our strategic directions. These parents represent 20% of families of our diverse equity groups This was entered into a google survey form and the following data harvested:

- Strategic direction 1 Growth and attainment-71.9% rated highly how informed they are about their child's learning-could be even better through regular and consistent use of the class dojo platform and term newsletter updates with what is happening in classrooms.
- Strategic direction 2 Build a culture of excellence-89% rated highly that they feel that their child is valued and supported in their learning at YNPS-this could be even better through greater communication and monitoring of homework and expectations around this.

- Strategic direction 2 Build a culture of excellence-96% rated highly on feeling that their child has been supported to be a respectful, responsible and empathetic person-this could be even better through greater consistency across the school with building capacity of casual and beginning teachers ensuring communication is consistent between behaviour anecdoting and reflection teachers.
- Strategic direction 3 Engagement at all levels-97% rated highly for teachers understanding and catering for their children's needs-it could be even better through diversified professional learning (PL) for complex needs so that teachers have a repertoire of strategies at their fingertips in combination with parents/caregivers being able to be back onsite and involved in their children's learning.

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.