2021 Annual Report

Young High School

8155

Introduction

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

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

Growth, Resilience, Empathy, Acceptance, Teamwork (GREAT) - at Young High School we create an aspirational culture that nurtures, inspires and challenges students and staff to learn collaboratively, embrace academic excellence and develop the skills to make informed, positive contributions as citizens and leaders.

School context

Young High School (YHS) is a rural comprehensive high school serving the diverse and multicultural community of Young and its surrounding areas. Proudly located in Wiradjuri Country in the South West Slopes region of NSW, the school is an active member of the local learning community which involves seven partner schools working together to promote a comprehensive education from Kindergarten to Year 12. YHS has a culturally diverse enrolment with a student population of 560 students, including 14% Aboriginal students from various Aboriginal nations across Australia and 8% with a Language Background Other Than English. In addition, we have a Support Unit consisting of four multi categorical support classes. There are approximately 50 Teaching Staff and an additional 13 School Administration and Support Staff across the school. We have dedicated staff with a wide range of experiences who are enthusiastic, committed and work towards supporting students with academic, social and emotional development. YHS has an active working relationship with the local AECG and P&C who are the school's strongest advocates.

YHS provides a dynamic and caring learning environment in which all students are encouraged to be lifelong learners. The school supports each student as an individual through offering a full range of subjects, both academic and vocational, to cater for the needs of all students. The vast range of sporting and cultural opportunities offered at Young High School foster collaboration and create an environment of success. A Family Occupation Employment Index of 125, indicates the socioeconomic structure of the school. YHS receives significant equity funding which supports both existing programs and the introduction of new initiatives to boost student learning and wellbeing outcomes. Wellbeing is enhanced through the Care Connect and the WHIN initiatives, linking students and their families with both external agencies and internal support services.

YHS's physical resources and facilities provide a safe environment for learning. The school is constructed of buildings of various ages with upgraded learning spaces. The upgrade of facilities including the music room, new toilet blocks and canteen facilities have been completed as part of the YHS new joint-use library and community facility funded through a partnership between Hilltops Council and the NSW Department of Education. The new 2.5 storey facility will be located on Young High School grounds and integrated with Carrington Park. The new building will have state of the art resources including the new learning spaces, Wiradjuri learning and cultural centre, Technology including video conferencing facilities and multimedia spaces.

YHS is committed to continually improving effective classroom practices through strengthening staff professional knowledge and collaborative practices. Ongoing staff professional learning will continue to have a strong focus on evidence and research-informed pedagogy including Chris Sara's Stronger Smarter philosophy, Framework for Understanding Poverty, John Hattie's Visible Learning and Lyn Sharett's Clarity. This learning will ensure that literacy and numeracy levels, HSC achievement, student growth and engagement are enhanced. Effective classroom practice will be informed from high impact practices from What Works Best specifically in high expectations, collaboration, explicit teaching, data use, feedback and assessment.

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 have a minimum of a year's growth in reading, numeracy and HSC student achievement for every student, through the implementation of school-wide, evidenced-based teaching 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.

- Data informed teaching, learning and assessment
- Highly effective classroom practice

Resources allocated to this strategic direction

Socio-economic background: $173,115.95
English language proficiency: $46,681.13
Low level adjustment for disability: $285,015.60
Per capita: $92,979.43
Integration funding support: $83,158.25
Location: $6,972.73
Professional learning: $4,700.00

Summary of progress

Data informed teaching, learning and assessment

In 2021 at Young High School (YHS) significant changes were brought about in how the Learning and Support structures supported student achievement. Procedures such as improved ESES student referrals, ways to utilise School Learning Support Officers (SLSO) in the classroom to run small group interventions, consistent scheduling of SLSOs in classes, documenting interventions and communication regarding interventions were all improved. Professional Learning and time for collaborative sessions provided to staff enabled these improved practices.

The practice of analysing the data from formal assessments such as HSC, NAPLAN and BEST START to inform teaching and learning improved. Student data conversations, primarily in the Connected Curriculum, Math and English faculties, informed teams to direct faculty changes. The formal assessment data closely correlated with staff professional judgement and in-class data. Small group interventions were prioritised and data showed that student achievement and engagement had improved.

For 2022, building interventions into the program would be the most beneficial course of action. Ensuring that staff and SLSOs work together toward common goals and ensuring that SLSOs have a significant and defined role to play will enable the school to optimise utilising everyone's skills to the maximum benefit for improved student outcomes. With NAPLAN and other correlating data indicating inconsistent student learning growth across cohorts, continued interventions across all year groups need to be a focus for 2022 both in literacy and numeracy.

Highly effective classroom practice

In 2021 at Young High School (YHS) a change to the stage 4 curriculum structure was introduced with the implementation of the Connected Curriculum (CC) model. A Head Teacher Stage 4 Student Engagement was appointed through an Expression of Interest selection process to lead the implementation and coordination of the CC model. The CC model is integrated units connecting the curriculum from one Key Learning Area to another, with consistent and regular literacy and numeracy learning and support throughout. Increased executive allocation to enhance professional learning support on explicit teaching techniques and guidance in documenting student progress through formative assessment has allowed stage 4 teachers to develop best practice teaching and learning to improve student attainment.

The YHS Reading Strategy focused on the introduction of the Accelerated Reader program (stage 4), knowledge of the learning progressions (English faculty) and collaborative practice of explicit reading strategies across all faculties. Through quality ongoing professional learning, support and curriculum provision, staff have increased knowledge and understanding of explicit reading strategies and are developing best practice in improving student growth in reading.

For 2022, continuing to implement and strengthen the stage 4 CC model, with introduction into Year 8 and focusing on further supporting the use of effective formative assessment strategies is required to ensure consistent and ongoing data collection. Ensuring staff work collaboratively to collect meaningful data and make teaching decisions based on data

analysis will improve individual and collective teaching practice as part of an ongoing improvement cycle to maximise student learning outcomes.

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
HSC More than 33.7% (system-negotiated target baseline) of students' perform in the top three bands HSC.	43.54% of students attained results in the top three bands demonstrating achievement of the lower bound target (41.60%).
NAPLAN Improvement in the percentage of students achieving in the top two NAPLAN bands to be above the school's baseline system-negotiated targets in a reading of 13.7% and numeracy of 9.3%.	6.10% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen in achieving the annual progress measure of 13.7%. 7.23% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen in achieving the annual progress measure of 9.3%.
NAPLAN Increase in the percentage of Aboriginal students achieving top three bands in NAPLAN in numeracy and reading from 2019 NAPLAN data.	The increase in the percentage of Aboriginal students achieving in the Top 3 Bands for reading and numeracy is yet to be seen.
HSC Data Uplift to support the Network target of 48.9% lower bound system target for the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The Temora Network combined system negotiated target for the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity, is slightly above the target of 48.9% with a current retention rate of 52.9%.

Strategic Direction 2: Teaching Excellence

Purpose

There is a strong professional learning community with explicit systems of frequent and ongoing collaboration and feedback using distributed knowledgeable others, that drive quality teaching and learning to achieve expected student growth.

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.

- Collaboration - Collective Teacher Efficacy
- Building Staff Leadership Capacity - Instructional Leadership

Resources allocated to this strategic direction

Professional learning: $23,029.44
Socio-economic background: $123,046.27

Summary of progress

Collaboration - Collective Teacher Efficacy

Collaborative systems, structures and processes were strengthened at Young High School (YHS) in 2021. The professional learning model continued, providing teaching staff extra release to engage in continuous, collaborative and applied professional learning to improve student outcomes. The professional learning included observation, coaching, mentoring, co-planning and co-teaching to improve teaching practice in every classroom. A culture of professional sharing, dialogue, experimentation and critique is developing across all faculties.

Introduction of cross faculty learning groups at YHS in 2021 focused on key areas, aligned to system and school goals, and were beneficial as students learn more when their teachers work together. This structure initiated opportunities for collaborative practices that supported teachers and created a community working to achieve a common goal through the sharing of practice, knowledge and problems. Key focus areas in 2021 included wellbeing, attendance and engagement leading to specific teams working on action plans for 2022.

For 2022, continuation of and further strengthening of the professional learning model is essential to provide the opportunity for collective teacher efficacy. Focus in 2022 is to better differentiate staff professional learning and ensure ongoing and effective evaluative practices to measure professional learning impact on student progress and achievement. The school meeting structure will be further developed with cross faculty groups consistently meeting with clear focus.

Building Staff leadership Capacity - Instructional leadership

In 2021 at Young High School (YHS) roles and responsibilities across the whole school and within the school leadership team were collated and outlined ensuring accountability and progress monitoring. School teams were formed to target areas across strategic directions to inform and lead change within areas including attendance, wellbeing, engagement, literacy, and numeracy. Staff Tell Them from Me data shows an increase in the leadership and collaboration measures in 2021. The People Matter Employee Survey 2021 indicated an increase in leadership (employee voice, senior managers and teamwork) and in collaboration (work environment).

A high-performance culture in 2021 was developed through the performance development plan process, beginning teacher program, continuation of a funded Deputy Principal position and the introduction of the Stage 4 Head Teacher Student Engagement. Professional learning was aligned to the strategic directions within the Strategic Improvement Plan (SIP) and staff need, focusing on instructional practices to increase teacher effectiveness through participation in and promotion of teacher learning. Staff indicated the professional learning release time provides an opportunity for collaboration and assisted in improving aspects of their teaching practice in reading.

Next steps in 2022 include professional learning for school leaders to facilitate the professional growth of every teacher more effectively and confidently through the development of collaborative Performance Development Plans and ongoing monitoring. Further development of change management processes are to be improved throughout teams. Initiatives across the school will strengthen a shift in staff understanding and practices will be more beneficial.

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
Expected Growth • Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading to be at the school's baseline system-negotiated target of 60.2% • Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy to be at the school's baseline system-negotiated target of 60.2%	Percentage of students achieving expected growth in reading decreased by 7.22% indicating progress yet to be seen toward the system negotiated target. Percentage of students achieving expected growth in numeracy increased by 6.02% indicating progress toward the system negotiated target.
Tell Them From Me (TTFM) Staff 'Tell Them From Me' data to be at or above baseline: • 70% in the area of teacher collaborations • 60% in the area of leadership Student 'Tell Them From Me' to improve from baseline: • 53% in the area of teaching relevance and rigour • 35% in the area of intellectual engagement	Staff 'Tell Them from Me' data indicates 72% of staff report levels of teacher collaboration and 65% in leadership demonstrating achievement of this school-based progress measure. Student 'Tell Them From Me' data indicates 56% of students report levels of relevance and 38% report intellectual engagement demonstrating achievement of this school-based progress measure.

Strategic Direction 3: Engagement

Purpose

There is a collaborative and strategic approach to support all students to build educational aspiration and a culture of high expectations through community engagement resulting in sustainable and measurable whole school improvement in learning and wellbeing 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.

- Connect, Suceed, Thrive and Grow (Wellbeing, Behaviour and Attendance)
- Community Engagement (Transitions, Cultural Engagement, Communication)

Resources allocated to this strategic direction

Professional learning: $39,250.00
Socio-economic background: $253,685.73
6101 Funding: $20,000.00
Location: $8,650.00
Per capita: $49,595.45
Aboriginal background: $89,732.00

Summary of progress

Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance)

At Young High School (YHS) in 2021 the school values were reformed through extensive community consultation. Reforming the school values in 2021 provided a clear and solid foundation for school strategic directions and initiatives. The school pastoral care program was restructured in 2021 - Connect, Succeed and Thrive (CST), with focus on values education, and targeted programs for different stages, fostering positive high expectations relationships and promoting a supportive environment across the whole school. Student Tell Them from Me data shows an increase in students reporting positive outcomes in all areas - advocacy at school, expectations for success and sense of belonging in 2021.

The Behaviour Review Team (BRT) was formed to build a vision and culture for improvement through high expectations and supporting positive student behaviour through a proactive, preventative and student-centred approach. The team researched and investigated various programs. All staff were provided a copy of the book "When the Adults Change Everything Changes" by Paul Dix which is the foundation of the 2022 action plan. In 2022, staff will be provided ongoing professional learning and support to continue to create engaging classrooms and a safe and inclusive school community.

Upgrading of learning environments throughout 2021 improved student engagement. The refurbishment of the Connected Curriculum classrooms increased flexibility and aligned to the way teaching and learning takes place. The upgrade of the Aboriginal garden, other classroom furniture, staff collaborative learning furniture and playground furniture contributed to the improvement of student engagement across the school.

Whole school attendance was a focal point throughout 2021, where existing structures and processes were refined. An attendance coordinator position was appointed through administrative allocation to monitor attendance across the whole school. Refining procedures was an ongoing process with ongoing changes from COVID 19 and inconsistent availability of external supports.

In 2022, a whole school wellbeing program will be introduced to focus on a holistic approach through engagement with The Resilience Project to support and target student happiness by building resilience. Re-branding using the new reformed values and launching the values to the community will be finalised in 2022. The behaviour team has re-named as the Quality Engagement team, which will place significant focus on changing school culture through the research and programs "When the Adults Change Everything Changes" by Paul Dix. In 2022 support to target students individually at school with regular attendance check-in meetings will be put in place through CST time.

Community Engagement (Transitions, Cultural Engagement, Communication)

Communication and engagement are key to building relationships and achieving positive outcomes in all aspects of school life at Young High School (YHS) and this was strengthened throughout 2021. YHS phased out the skoolbag app and introduced the Sentral Parent Portal. Throughout 2021 the majority of families were utilising the parent portal to find out information. The school social media platform (Facebook) and school website continue to be the main types of

communication for finding out news about the school. Further promotion and training for staff, students and parents/carers, and increasing the functions available on the parent portal, will be beneficial in 2022, increasing effective communication between school and home.

Transition programs for stage 3 to stage 4, stage 5 to stage 6 and stage 6 to post school were impacted by Covid-19 restrictions and challenges and staff shortages. The Metals immersion joint program with TAFE was postponed until 2022. Stage 3 to stage 4 transition activities were reduced with restricted interactions for students and staff. The introduction of personalised student, parent/carer and staff conferences for transition from stage 5 to stage 6 were implemented with great success. Parent/Carers indicated they appreciated the time and felt they better understood the process and expectations moving into stage 6 studies.

In 2022 strengthening cultural connections and building on the middle years transition will be key focus areas. Further development of the parent portal with the introduction of additional features and increasing staff, student and parent/carer engagement is needed to expand the effectiveness of communication between school and families.

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
Attendance Improvement in the percentage of students attending >90% of the time to be above the school's system-negotiated target baseline in attendance of 55.6%.	The number of students attending greater than 90% of the time or more has decreased by 6.38%
Wellbeing Improvement in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school through the TTFM survey to be above the school's system-negotiated target baseline in wellbeing of 55.0%	Tell Them From Me data shows an improvement of 3.39% of reported positive wellbeing, including a 4.89% increase in advocacy at school, 1.45% increase in sense of belonging and 4.21% increase in expectations of success.

Funding sources	Impact achieved this year
Integration funding support $83,158.25	Integration funding support (IFS) allocations support eligible students at Young High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed teaching, learning and assessment **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in:** funded students demonstrating progress toward their personal learning goals. All Personal Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring students receive personalised learning and support within their classrooms. **After evaluation, the next steps to support our students with this funding will be:** to regularly review the funding throughout the year through learning and support team meeting agenda. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews ensuring the funding is used to specifically address each student's support needs.
Socio-economic background $549,847.95	Socio-economic background equity loading is used to meet the additional learning needs of students at Young High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Community Engagement (Transitions, Cultural Engagement, Communication) • Collaboration - Collective Teacher Efficacy • Data informed teaching, learning and assessment • Highly effective classroom practice • Building Staff Leadership Capacity - Instructional Leadership • Connect, Suceed, Thrive and Grow (Wellbeing, Behaviour and Attendance) **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement wellbeing and attendance programs to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • staff release to increase community engagement • resourcing to increase equitability of resources and services • professional development of staff through the school professional learning model to support student learning **The allocation of this funding has resulted in:** • Upgraded learning spaces throughout the school to enhance student engagement. • Improved attendance processes and monitoring for all students. • Implementation of the new curriculum structure in Stage 4 with explicit focus on literacy and numeracy to improve student engagement and growth. • Shift in school culture through reforming the school values. • Changed processes and structures to support student outcomes

| Socio-economic background

$549,847.95 | through a RAM funded Deputy Principal position, Stage 4 Head Teacher Student Engagement and increased SAS positions.
• The professional learning model continuing, providing teaching staff extra release to engage in continuous, collaborative and applied professional learning to improve student outcomes.
• Resources to increase equitability of resources and services to improve student outcomes such as stage 6 access to Atomi, whole school access to ClickView, iPads to support learning, Accelerated reading program, Lexia, Duke of Edinburgh equipment, student presentations and Drumbeats wellbeing program equipment and training.

After evaluation, the next steps to support our students with this funding will be:
To continue to engage Stage 4 Head Teacher Student Engagement position ensuring the next stage of the stage 4 curriculum is implemented and supported. Continuation of the Deputy Principal position to lead whole school initiatives. Provide additional support to focus on explicit literacy and numeracy through employment of additional SLSOs and extra teacher release. Continue to upgrade learning spaces that align to the way teaching and learning takes place and increase flexibility.
Data shows that attendance rates for students in this equity cohort is inconsistent, and the need to continue to support the attendance coordinator role with further nonteaching time to assist and complete student attendance check-in will be beneficial.
Continuation of and further strengthening of the professional learning model is essential to provide the opportunity for collective teacher efficacy. Focus in 2022 is to better differentiate staff professional learning and ensure ongoing and effective evaluative practices to measure professional learning impact on student progress and achievement. |
| Aboriginal background

$89,732.00 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Young High 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Community Engagement (Transitions, Cultural Engagement, Communication)

Overview of activities partially or fully funded with this equity loading include:
 • employment of specialist additional staff (AEO) 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
 • Stronger Smarter professional learning for leadership team to better support staff in way to better support Aboriginal students.

The allocation of this funding has resulted in:
Remaining connected with families throughout lock down periods and through COVID restrictions and reengaging families in the Personalised Learning Pathways (PLP) process after an extended period of COVID restrictions. Support was provided to students to assist with learning, social and cultural needs for example, application for Tirkandi, individual learning support, support to engage at school particularly in the area of attendance and opportunities to engage with culture. Tell Them From Me data indicated 55% of Aboriginal students feel good about their culture.

After evaluation, the next steps to support our students with this funding will be:
To review the PLP process to increase effectiveness and links to literacy and numeracy goals. Review the role statement of current roles and adjust to focus more explicitly on PLP development, cultural celebrations and |

Aboriginal background $89,732.00	targeted literacy and numeracy support. Engage an SLSO to provide literacy and numeracy focus to deliver differentiated and personalised support to Aboriginal students and allocate an executive member to lead the team explicitly.
English language proficiency $46,681.13	English language proficiency equity loading provides support for students at all four phases of English language learning at Young High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed teaching, learning and assessment **Overview of activities partially or fully funded with this equity loading include:** • 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 **The allocation of this funding has resulted in:** All eligible students demonstrating growth and progress toward their learning goals. Students were supported within their own classrooms and aided in completing learning and assessment tasks throughout their subjects. **After evaluation, the next steps to support our students with this funding will be:** To further expand the impact of the support staff in supporting eligible students through small group intervention and with learning and assessment tasks as required.
Low level adjustment for disability $285,015.60	Low level adjustment for disability equity loading provides support for students at Young High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed teaching, learning and assessment **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in:** An increase in the school's value-add results in NAPLAN. The school achieved a more consistent approach to student learning support and interventions with an increased number of ESES referrals and subsequent collaborative learning and support activities. **After evaluation, the next steps to support our students with this funding will be:** To further expand the impact of the learning and support team, the school will provide additional support for identified students through the employment of further SLSO staff to provide small group intervention and support for students in classrooms.
Location $15,622.73	The location funding allocation is provided to Young High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

| Location

$15,622.73 | **including:**
 • Data informed teaching, learning and assessment
 • Connect, Suceed, Thrive and Grow (Wellbeing, Behaviour and Attendance)
 • Community Engagement (Transitions, Cultural Engagement, Communication)

Overview of activities partially or fully funded with this operational funding include:
 • student assistance to support excursions
 • subsidising student excursions to enable all students to participate
 • incursion expenses

The allocation of this funding has resulted in:
• HSC students having access to field trips and study days as transport and other costs were covered to support their attendance.
• HSC off-site venue provided that is quiet and large enough to accommodate all HSC exams resulting in minimal school disruptions throughout the exam period.
• Skool bag app cost to support communication with families and school community.
• Students provided financial assistance with attendance at extracurricular activities and uniform expenses.

After evaluation, the next steps to support our students with this funding will be:
To continue supporting stage 6 course access and opportunities to increase learning experiences building confidence and prospect. Subsidise transport to annual enrichment excursions to build ambition and aspiration by exposing students to different environments, people, and cultures. |
| COVID ILSP

$336,299.34 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy and numeracy
 • employing teaching staff to support the administration of the program
 • development of resources and planning of small group tuition
 • employing staff to coordinate the program

The allocation of this funding has resulted in:
• Small group intervention structures in place across years 7 - 10 focusing on explicit literacy and numeracy support.
• Increased support in writing for students focusing on areas of noun, verb, and adjective use. Evidence showed an increase in student application of these terms in classroom learning with improved coherent and descriptive writing.
• Increase in student skill status in word study, grammar, and comprehension through the power up program - LEXIA. LEXIA learning intervention plans were interrupted with learning from home periods.
• Numeracy intervention in multiplication and division skills with progress tracked through challenge sessions Data shows from initial to final testing students' growth was up to 25%.
• Increase in student numeracy skill status with 95% of Year 10 students achieving minimum standard in numeracy.
• Further numeracy intervention in areas including real numbers, money and financial mathematics, and patterns and algebra. |

COVID ILSP $336,299.34	**After evaluation, the next steps to support our students with this funding will be:** To continue to employ staff to support small group intervention. Throughout 2021 teaching staff employed for this support was interrupted to cover classes when there was a shortage of teaching staff. Moving into 2022 most of the funding will be used to employ additional non-teaching staff (SLSO and Paraprofessionals) to ensure consistency and less disruption with programs and student support. Observations indicated that more closely aligning interventions with current school routines assisted in achieving greater student engagement when introducing a new program. This will be a practice that the school will consider in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	291	274	278	274
Girls	296	279	278	249

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	91.9	91.8	91.9	87.7
8	88.5	89.7	89.4	84.9
9	86.8	85.8	87.7	80.2
10	83.5	84.4	84.2	82.1
11	87	85.1	87.4	79.3
12	88.9	84.2	88.9	82.1
All Years	87.7	87	88.2	82.9
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	4	13
Employment	56	53	48
TAFE entry	25	32	4
University Entry	0	0	18
Other	0	0	14
Unknown	19	11	3

Year 12 students undertaking vocational or trade training

54.17% of Year 12 students at Young High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

85.7% of all Year 12 students at Young High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	34.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,369,816
Revenue	9,386,220
Appropriation	9,155,949
Sale of Goods and Services	134,743
Grants and contributions	94,351
Investment income	569
Other revenue	608
Expenses	-9,184,333
Employee related	-8,363,304
Operating expenses	-821,029
Surplus / deficit for the year	201,887
Closing Balance	1,571,703

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	69,497
Equity Total	971,484
Equity - Aboriginal	89,732
Equity - Socio-economic	549,872
Equity - Language	46,865
Equity - Disability	285,016
Base Total	6,977,678
Base - Per Capita	142,575
Base - Location	15,761
Base - Other	6,819,342
Other Total	571,731
Grand Total	8,590,391

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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
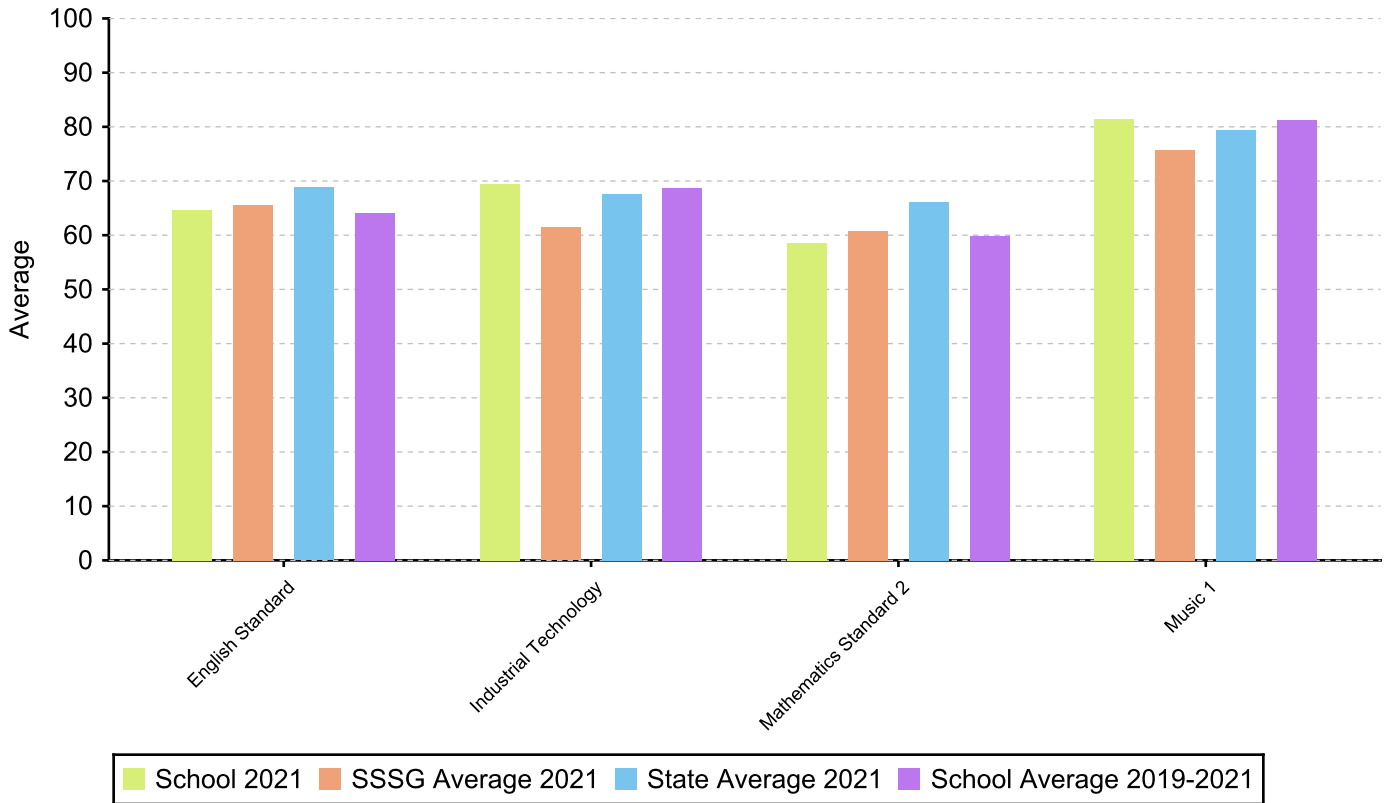
Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	64.7	65.6	68.8	64.0
Industrial Technology	69.5	61.4	67.7	68.7
Mathematics Standard 2	58.6	60.7	66.1	59.8
Music 1	81.5	75.7	79.4	81.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and staff about the school. Their responses are presented below. Young High School (YHS) used the Tell Them from Me (TTFM) survey, People Matter Employee Survey, and internally designed surveys to seek feedback from parents, students and teachers about the school. Results of these surveys across the school community indicate:

Strengths across the school:

- There has been an increase in sense of belonging and positive relationships across the school which are in line with state average.
- Aboriginal students at Young High School indicated they feel good about their culture.
- Students indicate an increase in value of soft skills and the importance of these skills such as communication, problem solving, teamwork and creativity.
- Students participate in extracurricular opportunities across the school which supports the holistic development of students, creating a sense of belonging.
- Students identify advocacy at school which refers to the support received from adults in the school as strong and in line with the state average.
- Effective learning time is identified by students as being positive and in line with state average.
- Students understand there are clear rules and expectations for classroom behaviour.
- Students identify positive teacher student relations at school as above the state average.
- Positive classroom climate relates to positive student behaviour in the classroom and students identify this as above the state average.
- Technology is used effectively in teaching and learning across the school.
- Staff indicated inclusion and diversity is valued across YHS.
- School leaders are leading improvement and change and clearly communicate the strategic vision and values of the school leading to growth and change.
- Staff indicate a positive increase in leadership resulting in shared and meaningful learning with school leaders supporting teachers to improve their practice to better support the learning needs of their students.
- Teachers feel there has been some positive increase in parent involvement through effective communication methods.
- Parents find teachers friendly, approachable, and hard working and believe that students at YHS have strong positive relationships with staff.
- Most parents indicated they aspire for their children to complete Year 12.
- Parents report that their children are happy and feel that the CST structure is supportive of student wellbeing.
- Parents indicated they support learning at home, which is in line with the state average.
- There has been an increase in the parent TTFM survey data indicating that YHS is an inclusive and safe school that supports positive behaviour as all areas increased from 2020 data.

Area for future development:

- Focus on strengthening change management processes through effective communication, evaluative processes and celebration of success.
- Focus on upgrading further learning spaces across the school to increase flexibility and ensure spaces are aligned to the way teaching and learning takes place.
- Parents would appreciate stronger and more consistent communication from teachers. There have been further developments and use of the Sentral Parent Portal to facilitate communication with families. This process to continue to be a focus in 2022 to strengthen its use and effectiveness for staff, students, and parents.
- Focus on the implementation of a wellbeing program that support student resilience and empathy to assist in minimising bullying incidents across the school.
- Increase opportunities for parent/carer involvement in their child's learning and school activities to create a stronger school-parent connection.
- Focus on the development of programs at school that minimise phone use and cyber safety needs.
- Focus on increasing student involvement in community events and initiatives within the Hilltops community now that Covid-19 restrictions have eased.
- Focus on teaching and learning structures that better support students' literacy and numeracy needs.
- Strengthen the focus on building aspirational thinking for all students particularly stage 4 students.

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.