

2022 Annual Report

Young North Public School



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Introduction

The Annual Report for 2022 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. The 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 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 a thorough situational analysis and current levels of resourcing, as well as, consultation with the Young North Public School's aspirational parents, staff and student bodies.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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

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.

- DATA TO INFORM PRACTICE
- EXPLICIT TEACHING AND FEEDBACK

Resources allocated to this strategic direction

Professional learning: \$4,881.00

Per capita: \$29,934.00

Socio-economic background: \$32,125.00

Low level adjustment for disability: \$48,090.00

English language proficiency: \$3,364.00

Aboriginal background: \$35,739.00

AP Curriculum & Instruction: \$180,685.00

New K-2 Syllabus funding: \$10,574.00

QTSS release: \$21,069.00

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 introduction of essential assessment pre and post assessment , the development and implementation of a schoolwide consistent reading strategy and numeracy strategy implementation and being an early adopter school of the new curriculum K-2 in 2022. 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 during collaborative planning, stage meetings with a major focus on effective classroom practice and data skills and usage.

In 2023, YNPS 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 (APC&I). The school 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 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. The focus will be adjusted to 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. These adjustments are also supported by the the future improvements for school development for future growth identified through external validation in 2021 and SEF-SAS survey in 2022 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

<ul style="list-style-type: none"> • A minimum of 40.5% of Year 3 and 5 students achieve in Top 2 Bands in Reading (Upper bound) 	<ul style="list-style-type: none"> • <i>In reading, 40.96% of students are in the top two skill bands for reading indicating progress towards this target has been achieved..</i>
<ul style="list-style-type: none"> • A minimum of 30.6% of Year 3 and 5 students achieve in Top 2 Bands in Numeracy (Upper bound) 	<ul style="list-style-type: none"> • <i>In numeracy, 13.75% of students are in the top two skill bands for numeracy indicating that progress towards this target has been limited.</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 excelling</p> <p>Teaching</p> <p>Effective classroom practice, data skills and use and professional standards are validated at excelling</p> <p>Leadership</p> <p>Educational Leadership is validated at excelling</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>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>79% of students in year 2 reached a text level of 25 and 90% of students have achieved the learning indicators within level 6 of understanding text of the literacy progressions in year 2.</i> • <i>78.6% 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 percentage of Aboriginal and Torres Strait Islander students in the top 3 NAPLAN bands in reading and numeracy. 	<ul style="list-style-type: none"> • <i>In reading, 55% of Aboriginal and Torres Strait Islander students are in the top three skill bands for reading in Year 3 and 20% of Aboriginal and Torres Strait Islander students were in the top three skill bands for reading in Year 5.</i>
<ul style="list-style-type: none"> • Increase the percentage of Aboriginal and Torres Strait Islander students in the top 3 NAPLAN bands in reading and numeracy. 	<ul style="list-style-type: none"> • <i>In numeracy, 55% of Aboriginal and Torres Strait Islander students are in the top three skill bands for numeracy in Year 3 and Aboriginal and Torres Strait Islander students were in the top three skill bands for numeracy in Year 5.</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

Socio-economic background: \$59,607.00

Low level adjustment for disability: \$54,897.00

Per capita: \$19,956.00

English language proficiency: \$5,046.00

Professional learning: \$12,500.00

QTSS release: \$42,138.00

Beginning Teacher funding: \$60,868.00

Summary of progress

In Strategic Direction (SD) 2 Build a culture of excellence, Young North Public School (YNPS) has focused on initiatives through a distributed leadership model and the provision of two Assistant Principal Curriculum and Instruction (APC&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. Instructional leadership has been embedded at YNPS for the last 6 years 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, new curriculum K-2 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 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 year's growth for one year's learning. The provision of a new meeting muster that clearly defines the "why" for fit for purpose meetings across the school and a structured learning walkthroughs framework have ensured capacity has continued to be built. This is evidenced by 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 2023, 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, refined meeting muster framework and learning walkthroughs framework. Collaborative practice and feedback will include a more consistent focus on classroom observations, modelling of effective practice and timely feedback to staff and students. The professional standards will continue to be at the core of writing Performance Development Plans (PDPs) and lesson observations. Clearly defined role statements for middle executive and the provision of two Assistant Principal Curriculum and Instruction (APC&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 54% of students in Year 3 and Year 5 achieving expected growth in Numeracy 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. <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>
<ul style="list-style-type: none"> A minimum 54% of students in year 3 and Year 5 achieving expected growth in Reading 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. <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 validated at excelling, Assessment and Reporting validated at sustaining and growing</p> <p>Teaching: Effective Classroom Practice validated at excelling, Professional Standards validated at Sustaining and growing, and Learning and Development validated at excelling.</p> <p>Leadership: Educational Leadership validated at excelling.</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: \$14,500.00

Per capita: \$29,934.00

Refugee Student Support: \$687.00

Socio-economic background: \$247,368.00

Low level adjustment for disability: \$41,283.00

Integration funding support: \$146,997.00

National School Chaplaincy Program: \$20,280.00

English language proficiency: \$1,682.00

Aboriginal background: \$27,372.00

Location: \$9,073.00

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 been 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 Officers (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 the Young North Stars (YNS) care groups, the YNPS cultural education team, staff wellbeing focus and student voice forums. YNPS has resourced The Resilience Project schools' program in 2022 and focus has been on student and teacher programs in 2022. 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 2022 continued to be 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 (STEAM) 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 presented in the last two years, community satisfaction was high.

These initiatives have been greatly impacted by the restrictions in place throughout covid-19 pandemic in 2021/2022 and attendance data is not reliable. Wellbeing data has decreased, and when triangulated with staff, parent and student data at the end of 2022, as well as the baseline of The Resilience Project (TRP) youth survey this year, shows the world pandemic in 2020/21 as the major impactor.

In 2023, YNPS 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 the 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 they 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 24% indicating progress towards this target is yet to be achieved, however, this figure has been significantly impacted by COVID-19. 2022.</i>
<p>Improvement as measured by the school excellence framework:</p> <p>Learning: Learning Culture will be validated at sustaining and growing and wellbeing will be validated at excelling, wellbeing validated at excelling</p> <p>Teaching: Learning and Development is validated at excelling</p> <p>Leadership: Educational Leadership will be validated at excelling</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 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 83.7% 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 has been maintained when compared to 2021 data.</i>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.00</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"> • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: Staff knowledge has led to effective student transition to the school</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to ensure that staff capacity is built to cater for these diverse needs.</p>
<p>Integration funding support</p> <p>\$146,997.00</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 for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: students with Integration Funding Support(IFS) are heavily supported to access the mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2023, high impact support will continue for these students to access mainstream programs and environments.</p>
<p>Socio-economic background</p> <p>\$339,100.00</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 • COLLABORATIVE PRACTICE • COMMUNITY ENGAGEMENT • INDIVIDUALISED LEARNING <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$339,100.00</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: High Impact Professional Learning has built staff capacity in frameworks and the new curriculum that have then led to improved learning outcomes for students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023, high impact frameworks will be reviewed, adjusted and implemented measured by student outcomes.</p>
<p>Aboriginal background</p> <p>\$63,111.00</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 • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: NAPLAN results in reading indicate Aboriginal students are exceeding whole school targets in 2022 which in turn indicates that the additional supports resourced in the school are having impact.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to embed a cultural safe environment into the school community through continued close links with the Aboriginal education team and local AECG to ensure continued achievement outcomes for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$10,092.00</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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$10,092.00</p>	<ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Smooth transitions to a new school environment and achievement of outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we have an increasing EAL/D population that will require the continued implementation of the high impact strategies for support listed in the activities.</p>
<p>Low level adjustment for disability</p> <p>\$144,270.00</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 • DATA TO INFORM PRACTICE • 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"> • 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 name] to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: NAPLAN results in reading indicates students are exceeding whole school targets in 2022 which in turn indicates that the additional supports resourced in the school are having impact.</p> <p>After evaluation, the next steps to support our students will be: In 2023, equity for all students continues to be a visionary driver for the school with current strategies continuing as they are having high impact.</p>
<p>Location</p> <p>\$9,073.00</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"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions

<p>Location</p> <p>\$9,073.00</p>	<p>The allocation of this funding has resulted in the following impact: At YNPS we have the high expectation that all students will participate in whole school events, stage excursions and incursions. Location funding has ensured that all students have had access to all these whole school events.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to resource provision for continued participation of all students in these events.</p>
<p>Professional learning</p> <p>\$31,881.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • COLLABORATIVE PRACTICE • COMMUNITY ENGAGEMENT <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: YNPS was a self selected school in 2022 for the new curriculum implementation. As a result, this is embedded as part of the school continuous improvement culture and focus on evidence based practice within the strategic improvement plan in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the HIPL tool will be used as a baseline to ensure continued high impact professional learning happens across the school.</p>
<p>QTSS release</p> <p>\$63,207.00</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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: QTSS release allows staff to build capacity in teacher expertise and therefore has direct links to improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, provision will continue to be made to target these students to improve overall outcomes in literacy and a particular focus on numeracy.</p>
<p>COVID ILSP</p> <p>\$176,006.00</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</p>

<p>COVID ILSP</p> <p>\$176,006.00</p>	<p>school as most likely to benefit from additional support in 2022.</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 • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: YNPS has targeted nearly one third of students through small group focus on areas of literacy and numeracy using a teaching sprint framework that has resulted in improved student outcomes for all these students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, provision will continue to be made to target these students to improve overall outcomes in literacy and a particular focus on numeracy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	156	159	157	163
Girls	149	139	140	149

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	93.8	93.3	87.0
1	94.7	96.1	91.8	89.1
2	92.0	94.0	94.4	88.4
3	93.5	93.1	89.4	87.4
4	93.9	91.1	93.2	86.4
5	92.1	94.1	90.0	89.9
6	94.6	93.2	90.5	87.0
All Years	93.7	93.6	91.7	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	14.23
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	6.79

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	185,899
Revenue	4,713,632
Appropriation	4,600,285
Sale of Goods and Services	5,454
Grants and contributions	102,382
Investment income	711
Other revenue	4,800
Expenses	-4,723,535
Employee related	-4,042,950
Operating expenses	-680,585
Surplus / deficit for the year	-9,903
Closing Balance	175,997

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.

	2022 SBAR Adjustments (\$)
Targeted Total	147,685
Equity Total	556,571
Equity - Aboriginal	63,111
Equity - Socio-economic	339,101
Equity - Language	10,089
Equity - Disability	144,270
Base Total	3,160,781
Base - Per Capita	79,827
Base - Location	9,073
Base - Other	3,071,882
Other Total	387,344
Grand Total	4,252,380

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

Students:

The Resilience Project(TRP) youth survey data

In 2022 Young North Public School resourced The Resilience Project schools platform to target sense of belonging, advocacy and high expectation relationships as identified areas of need from TTFM survey data. (TRP)-The Resilience Project baseline data from 2022 showed areas of need identified through baseline youth survey data as:

Strengths

Survey data showed strengths in the following areas being:

- Connected: I feel love and support from families F 86.25% M: 86.75% and I get along with people who are different from me F 77% M 82.25%
- Protected: I feel safe at school: F 72.25% M: 80.5%
- Respected: I know that I can find a way to solve the problem F: 76.75% M 78%

Increased improvement in

Survey data showed increased improvement in the following areas being:

- Positive mindset data: Ready to learn from 38-51%
- Connected: I feel love and support from families F 88% M: 85.75%
- Protected: I feel safe at school: F 85.25% M: 82.5%, I am physically active for 1 hour a day: F 73%, M: 77.5%, I get 8 hours of sleep most nights F: 65.75%, M: 60%
- Respected: I know that I can find a way to solve the problem F: 73.75% M 80%

Key Drivers and opportunities for 2023

Focus in 2023 will be on:

- Positive mindset data: Students coming to school ready to learn; establishment of initiatives such as daily breakfast club, circle time and engagement on learning
- Connected: Making time for students to discuss feelings when they are upset, girls group, girls to country with Boys to the Bush, engagement with community, parent surveys, Gratitude, empathy, Mindfulness (GEM) days, year 6 mentor program for each student to be linked to a staff member, small group TRP interventions, connecting with parents, building emotional literacy, parents sharing positives
- Protected: Buddy classes more often, learning sprint on growth mindset, staff wellbeing resources from the hub, parent sessions to present data to parents, accountability around daily fitness, aspirational speakers from outside the school
- Respected: Teaching perspectives, zero tolerance-call them out, consistency, morning and afternoon check ins, teaching how to fail and forgive

Staff:

People Matter survey

Strengths

- 97.2% support our school values
- 94.4% of staff feel our school meets the needs of the community
- 92.3% of staff understand what is expected of me to do my job well
- 89.7% of staff feel comfortable to notify their manager if they become aware of any risks at work
- 87.2% of staff can explain how their work impacts students

Increased improvement in

- I have a choice in deciding how I carry out day to day work tasks
- My Manager involves my workgroup in decisions about our work
- I understand what is expected of me to do my job well

Key Drivers and opportunities for 2023

- *Keeping work stress at an acceptable level*
- Getting the support needed to do the job well
- Giving recognition for contributions to the school
- Ensuring career opportunities and development for all
- Psychological safety to speak up and share a different view to others-

Parents/Caregivers:

- In 2022, the community launch of The Resilience Project(TRP) in Term 2 2022 was heavily supported by the Young North Public School parent/caregiver community as well as by the wider community of Young. This forum was used to target the areas of:
- Feedback through soft data analysis and attendance at our in-school launch and the community launch at the Young Town Hall indicates there is a need for continued education and support in the mental health space for our school community and wider community.
- Parent/Caregiver engagement in 1:1 targeted teleconference as touch points between teachers and their parents/caregivers in Term 1 week 8 2022 had high impact with 98% of parents/caregivers engaging with their child's teacher. These teleconferences focused on Wellbeing: social/emotional goals and peer relationships & Learning: goals in literacy and numeracy and engagement in learning. Parent/caregiver engagement in open classrooms and celebrations for NAIDOC week was high with around 70% of our students represented on the day.
- In 2023, YNPS will continue to promote high community engagement through a welcome to 2023 morning tea picnic early in the year, launch of the parent component of TRP and the parent hub, student led conferences to focus on learning coming into the end of term 1 and 3, opportunities for parent voice and feedback throughout the year.

P & C:

- In 2022, the P & C contributed positively to the school community with a small but dynamic committee. They continue to efficiently run the school canteen 5 days a week, mothers and fathers day stalls, morning and afternoons teas and support of school community events. They also made a substantial contribution to new school signage. In 2022, we fare welled some long terms committee members.
- This resulted in high levels of community engagement, supported student engagement in learning and continued to give parents a platform to table ideas and contribute to strategic school improvement.
- Focus in 2023 will be on continued engagement with our school and wider community, encouraging some new faces to build sustainability of our P & C and canteen into the future at YNPS.

AECG:

- In 2022, the AECG continued to be a strong voice for our local Aboriginal community with a growing AECG membership.
- This resulted in continued high expectation relationships in the community of schools and wider community.
- Focus in 2023 will be on embedding regular meetings of the schools Aboriginal education team as part of the cultural team at YNPS through greater consistency in meetings and targeted membership of all parties to this forum inclusive parents, students and support and teaching staff so that outcomes for Aboriginal students and all students are maximised.

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.