

2022 Annual Report

Young High School



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Introduction

The Annual Report for 2022 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 530 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 five 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: \$170,759.63

Integration funding support: \$102,330.00

Low level adjustment for disability: \$281,443.95

English language proficiency: \$9,024.04

Professional learning: \$10,833.33

Per capita: \$52,715.65

Summary of progress

Data informed teaching, learning and assessment

In 2022 at Young High School (YHS) the Learning and Support structures that were introduced in 2021 were streamlined, strengthened and embedded. Defined roles were assigned to School Learning Support Officers (SLSO) in 2022 to align with school programs and work more closely with teaching staff to maximise the benefit for improved student outcomes. SLSOs were assigned to support the school reading strategy and further literacy and numeracy programs. Small group ongoing intervention was prioritised through the Lexia, Mangahi (numeracy) and reading programs, and data indicated that student achievement and engagement showed improvement. Professional Learning (PL) 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, Minimum Standards and Check-in Assessment to inform teaching and learning improved. The formal assessment data closely correlated with staff professional judgement and in class data. Stage 6 HSC higher leverage strategies PL continued to be accessed by some Stage 6 teachers in 2022. This opportunity provided time and support to reflect on assessment design ensuring that students are provided the opportunity to apply critical thinking skills and demonstrate the discriminating features of a question.

For 2023, building on concepts created and introduced in 2022 and implementing and embedding intervention across further faculty areas to maximise student learning outcomes will be a focus. Collaboration between SLSO and teaching staff increased throughout 2022 and embedding this practice in 2023 will enable everyone's skills to be utilised to make student assessment a part of everyday practice. A focus on Stage 6 assessment and feedback in 2023 is needed to further build on higher leverage strategies already implemented in some faculties. 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 2023 both in literacy and numeracy.

Highly effective classroom practice

In 2022, at Young High School (YHS) the Connected Curriculum (CC) model - an integrated approach to quality teaching and curriculum planning and delivery and assessment - in Stage 4 was continued with introduction into the Year 8 curriculum and continuation in the Year 7 curriculum. The increased executive allocation - Head Teacher Stage 4 Student Engagement - was continued to lead this project and to further enhance professional learning on explicit teaching techniques, and documenting student progress through ongoing formative assessment using the learning progressions. Staff worked collaboratively with support from the Head Teacher through the Stage 4 learning pod structure to develop reflective practices and ensure consistent and ongoing data collection.

The Stage 5 literacy structure was introduced in 2022 in English and History classes focusing on explicit reading and writing instruction and support. An increase in classroom support with the employment of additional educators (SLSO staff), strengthened collaborative practices ensuring regular routines of explicit vocabulary teaching were embedded into each lesson. This not only resulted in an increase in top 2 bands of NAPLAN reading data, but increased teacher effectiveness using ongoing and accurate data to target explicit teaching in relation to literacy.

For 2023, continuing to strengthen the Stage 4 CC model, with focus on further supporting the use of effective formative assessment strategies and ensuring staff work collaboratively focusing on collecting meaningful data, is required to improve individual and collective teaching practice as part of an ongoing improvement cycle. Increasing the Stage 5 literacy structure into other Key learning Areas (KLAs) with further professional learning to improve the effectiveness of the increased in-class support is needed to further enhance explicit teaching structures across classrooms. In 2023, the implementation of a revised Stage 5 formal assessment approach is necessary to better provide students with detailed and specific feedback about what they need to do to achieve growth as a learner and for teachers to be able to inform their teaching more precisely and consistently.

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
<p>NAPLAN</p> <p>Improvement in the percentage of students achieving in the top two NAPLAN bands to be above the school's lower bound system-negotiated targets in a reading of 18.4% and numeracy of 15.6%</p>	<p>7.87% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen in achieving the annual progress measure of 15.6%. 12.64% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen in achieving the annual progress measure of 18.4%.</p>
<p>NAPLAN</p> <p>Improvement in the percentage of students achieving in the top two NAPLAN bands to be above the school's lower bound system-negotiated targets in a reading of 18.4% and numeracy of 15.6%</p>	<p>7.87% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen in achieving the annual progress measure of 15.6%. 12.64% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen in achieving the annual progress measure of 18.4%.</p>
<p>NAPLAN</p> <p>Increase in the percentage of Aboriginal students achieving top three bands in NAPLAN in numeracy and reading from 2019 NAPLAN data.</p>	<p>2022 NAPLAN data indicates 50% of Aboriginal students in the top three skill bands for reading, indicating the school exceeded the system negotiated target of 40.7%. The increase in percentage of Aboriginal students achieving in the top 3 bands for numeracy is yet to be seen.</p>
<p>NAPLAN</p> <p>Increase in the percentage of Aboriginal students achieving top three bands in NAPLAN in numeracy and reading from 2019 NAPLAN data.</p>	<p>2022 NAPLAN data indicates 50% of Aboriginal students in the top three skill bands for reading, indicating the school exceeded the system negotiated target of 40.7%. The increase in percentage of Aboriginal students achieving in the top 3 bands for numeracy is yet to be seen.</p>
<p>HSC Achievement</p> <p>Improvement in the percentage of HSC course results in top three bands to the lower bound target 41.6% or above.</p>	<p>30.67% of students attained results in the top three bands demonstrating progress toward the lower bound target.</p>
<p>HSC Data</p> <p>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</p>	<p>The Temora Network combined system negotiated target for the proportion of Aboriginal students attaining the HSC in 2023 whilst maintaining their cultural identity is currently below the lower bound of 48.9, with a current retention rate of 29.4%.</p>

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

Socio-economic background: \$141,533.20

Professional learning: \$45,878.56

Per capita: \$42,869.93

Summary of progress

Collaboration - Collective Teacher Efficacy

Collaborative systems, structures and processes were strengthened at Young High School (YHS) in 2022. The professional learning model continued, providing teaching staff extra release to engage in continuous, collaborative and applied professional learning to improve student outcomes. A culture of professional sharing, dialogue, experimentation, and critique is strengthening across all faculties.

In 2022 the introduction of learning pod meetings for Stage 4 teachers - Connected Curriculum, Mathematics and English teachers - met with support to engage in reflective practice and strengthen formative assessment practices provided staff with ongoing high impact professional learning through the learn, do, reflect model. Staff were supported to engage in effective reflective practices, formative assessment linked to the learning progressions and syllabus outcomes. The professional learning included observation, coaching, mentoring, co-planning and co-teaching to improve teaching practice in Stage 4 classrooms.

Introduction of a clear meeting structure including faculty meetings, cross faculty meetings and school team meetings at YHS in 2022 focused on key areas, aligned to system and school goals, and were beneficial as students learn more when their teachers work together. This structure provided 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 2022 included wellbeing, attendance and engagement leading to specific teams working to inform, support and build capacity of staff in all areas.

For 2023, continuation and further strengthening of the professional learning model is essential to provide the opportunity for collective teacher efficacy. Focus in 2023 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 dedicated time throughout the school year to work with colleagues to plan, develop and refine teaching and learning programs.

Building Staff leadership Capacity - Instructional leadership

In 2022 at Young High School (YHS) roles and responsibilities across the whole school and within the school leadership team were adjusted and explicitly outlined ensuring accountability and progress monitoring. The leadership team roles were altered to enable specific focus on targeted areas across strategic directions to inform and lead change within areas including attendance, wellbeing, engagement, literacy, and numeracy. The People Matter Employee Survey 2022 indicated an increase in purpose and direction (role clarity and support; risk and innovations; and job purpose and enrichment) and in enabling factors (feedback and performance management).

A high-performance culture in 2022 was continued by strengthening the performance development plan (PDP) process to be a more collaborative structure, beginning teacher program, continuation of a funded Deputy Principal position and the Stage 4 Head Teacher Student Engagement. Professional learning was aligned to the strategic directions within the Strategic Improvement Plan (SIP), the faculty goal and staff need, concentrating 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 assessment in particular formative assessment, technology use in the classroom and using data to inform teaching practice. In 2022, a school evaluation was undertaken of YHS executive structure and how it can best serve the current and potential future needs of the school and the Young school community by an evaluation team consisting of external and internal staff.

Next steps in 2023 require a focus by the school executive team on ensuring a consistent evaluation of staff improvement in learning and growth aligned to the strategic improvement plan. Strategic development of executive staff as instructional leaders through evaluative approaches to data, learning and teaching to facilitate the professional growth of every teacher and conversations for improvement are needed to lead improved practice in every classroom.

The school executive evaluation report must be the foundation in strengthening YHS executive structure and functioning. The development of the YHS Teaching and Learning Charter is required to be able to plan the restructure of the current executive roles and responsibilities to ensure a sharper and more explicit emphasis on instructional leadership and enabling leadership in 2024.

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
<p>Expected Growth</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading to be at or above the school's baseline system-negotiated target of 60.2% 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Expected Growth</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy to be at or above the school's baseline system-negotiated target of 60.2% 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Tell Them From Me (TTFM)</p> <p>Staff 'Tell Them From Me' data indicates improvement from baseline:</p> <ul style="list-style-type: none"> Above 70% in the area of teacher collaborations Above 60% in the area of leadership <p>Student 'Tell Them From Me' to improve from baseline:</p> <ul style="list-style-type: none"> Above 53% in the area of teaching relevance and rigour Above 35% in the area of intellectual engagement 	<p>Staff 'Tell Them from Me' data indicates 69% of staff report levels of teacher collaboration and 62% in leadership demonstrating progress toward the school-based progress measure. 62% of staff reported levels of leadership demonstrating achievement of this school-based measure.</p> <p>Student 'Tell Them From Me' data indicates 51% of students report levels of relevance and 34% report intellectual engagement demonstrating progress toward the school-based progress measures.</p>

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

Resources allocated to this strategic direction

Socio-economic background: \$230,502.24

Professional learning: \$11,298.03

Student support officer (SSO): \$96,058.00

Location: \$15,404.95

Per capita: \$42,867.73

Aboriginal background: \$89,175.63

Summary of progress

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

At Young High School (YHS) in 2022 the school pastoral care structure - Connect, Succeed and Thrive (CST) - was continued in 2022 with the introduction of The Resilience Project (TRP) program for all student's Year 7 - 12. TRP delivers emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience. YHS worked collaboratively with partner primary school Young North Public School (YNPS) to launch TRP into the community with a community launch event. The response was overwhelmingly positive with over 100 community members in attendance at the community launch evening with representation from various non-government organisations, volunteer groups, other educational sectors, businesses and sporting organisations. The introduction of a GEM (Gratitude, Empathy, Mindfulness) Day saw positive engagement and participation from staff and students with feedback indicating positive outcomes.

Upgrading of learning environments continued throughout 2022. The upgrade of technology through the RAG program in all learning spaces and upgrade and refurbishment of classrooms in the GFS building has improved student engagement and aligned to the way teaching and learning takes place. CCTV security installation across the school in 2022 increased school security and safety. The upgrade of playground furniture and areas including completion of values signage across the school has contributed to the improvement of student engagement.

Whole school attendance continued to be a focal point throughout 2022, where existing structures and processes were strengthened. The attendance coordinator position continued through administrative allocation to monitor attendance across the whole school. Student Learning Support Officers were assigned to all CST classes across the school to complete regular attendance check in conversation with students.

The Quality Engagement Team (QET) led professional learning (PL) throughout 2022 for YHS staff to better support positive student behaviour through a proactive, preventative, and student-centred approach. The team used the Paul Dix book "When the Adults Change Everything changes" as the foundation to lead the PL on preventative classroom management strategies - scripting, removing the emotion and meet and greet. Team members further extended the PL opportunities for staff to assist in corridor conferencing and restorative conversations to support student engagement. The most effective classroom management approaches combine preventative and responsive strategies and in 2022 the House Head Teacher (HHT) structure was restructured and introduced working closely with the QET. This structure created a holistic approach to support responsive classroom management strategies with the aim to positively redirect students to meet classroom expectations and routines when they show behaviours that may impact their own and other students' learning. As a result of the QET and HHT structure suspension rates declined in 2022 and staff increased skills in utilising preventative classroom management strategies. The People Matter Employee Survey (PMES) and internal staff surveys indicated that this ongoing PL and support has assisted their student engagement practices. In 2023, the PL and support needs to continue to further develop and strengthen these practices across classrooms.

In 2023, YHS will continue to embed TRP across the school community with termly themed GEM days and community

involvement, ongoing staff PL, shared reflection and registration of the program and time provided for CST teams to collaborate and plan through the school meeting structure. YHS in 2023, will introduce the new mobile phone policy through the implementation of the Yonder pouches. Ongoing upgrades and refurbishments will continue in 2023 across the school including upgrade of the school gym, outside areas and classrooms. The new joint use community building will be completed in 2023, opening up new and engaging learning environments. Student attendance will continue to be a focus area in 202,3 through regular check in with each student and ongoing follow up.

Community Engagement (Transitions, Cultural Engagement, Communication)

COVID-19 has contributed to a challenging environment for YHS to engage with the community. In 2022, external personnel were engaged to review and evaluate the school's external communication, promotion and transition processes. The evaluation identified areas including channels of communication and promotion, community involvement and links, relationships with local feeder primary schools, and Stage 3 to Stage 4 transition and orientation. Throughout 2022 the focus was on moving all school essential communication to the Sentral Parent Portal and YHS Facebook page being used to promote and showcase a combination of academic, sporting and cultural achievements highlighting the diverse opportunities available. The evaluation found that highlighting what students are doing in the classroom consistently on Facebook generated strong engagement. The Sentral Parent Portal has become the platform for all school essential communication with an increase in families connected to the portal in 2022 and an increase in the use for communication between parents and teaching staff.

Transition programs for Stage 3 to Stage 4 in 2022 included the linkages program, orientation day, regular visits to feeder primary schools by YHS staff, and a face to face combined open afternoon which included an open classroom evening for Year 7 students, parents and carers and incoming Year 6 students, parents and carers. The combined evening allowed for current Year 7 students to showcase their learning to their parents and the incoming year 6 students and parents. It provided an opportunity for the incoming Year 6 students and parents to discuss any concerns, aspects and expectations of the school with staff, students and Year 7 parents/carers.

In 2022, YHS was successful in implementing a pilot program - the metals immersion program. This program was a combined program with YHS, Young TAFE, local businesses and Compact to engage students in workplace and training. This program provided twenty Stage 5 students the opportunity through merit selection to complete a metal and engineering short course at Young TAFE and work in local industry gaining invaluable experience and skills. The program improved student engagement with some students accessing employment from the program.

Throughout 2022, the YHS Aboriginal Education Team re-introduced cultural awareness activities with YHS engagement in the community NAIDOC celebrations, YHS Aboriginal garden smoking ceremony celebration and the Proud and Deadly awards inviting community to all events. These events have strengthened connections within the community to build on in 2023 to support increasing student and staff understanding of culture. The introduction of the Boys to the Bush boys' program at YHS in 2022 had positive outcomes with many students provided the opportunity to engage with mentors, reengage with school or in the work place.

For 2023 a community action plan needs to be formed to streamline communication, promotion and efforts focused on increasing community engagement, ultimately resulting in a more positive attitude to enrolment at YHS. Extended focus on the Sentral parent portal with further staff PL and parent information sessions is needed in 2023 to strengthen the communication and effectiveness of the portal. Strengthening cultural connections and building on the middle years transition will be key focus areas in 2023 concentrating on regular school visits between YHS and local partner primary schools and Stage 3 and Stage 4 PL and planning.

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 lower bound target in attendance 61.3%	The number of students attending greater than 90% of the time or more has decreased by 14.52%, however this figure was significantly affected by the public health orders.
Wellbeing Improvement in the percentage of students reporting Expectations for	Tell Them From Me data indicates 50.20% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Success, Advocacy and Sense of Belonging at school through the TTFM survey to be above the school's system-negotiated lower bound target of 60.4%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,330.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Young High 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"> • Data informed teaching, learning and assessment • Highly effective classroom practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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. • Increased student engagement in class learning and activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continuation of embedding structures and programs into school programs. • To continue to regularly review the funding throughout the year through learning and support team meeting agenda, ensuring the funding is used to specifically address each student's support needs consistently. • Investigate and engage with other resources or programs to support students further.
<p>Socio-economic background</p> <p>\$542,795.07</p>	<p>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.</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 informed teaching, learning and assessment • Highly effective classroom practice • Collaboration - Collective Teacher Efficacy • Building Staff Leadership Capacity - Instructional Leadership • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) • Community Engagement (Transitions, Cultural Engagement, Communication) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement and support wellbeing and attendance programs. • Staff release to increase student engagement and learning and community engagement and promotion. • Additional staffing to support literacy and numeracy programs. • Supplementation of extra-curricular activities. • Resourcing to increase equability of resources and services. • Professional development of staff through the school professional learning model to support student learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Improved attendance processes and monitoring for all students. • Increased engagement in wellbeing activities including Drumbeat, the YHS Re-Cycle bike program, Boys to the Bush, Raise and the YHS girls

<p>Socio-economic background</p> <p>\$542,795.07</p>	<p>craft group.</p> <ul style="list-style-type: none"> Continuation of the Connected Curriculum structure in Stage 4 with explicit focus and ongoing support in formative assessment practices, explicit teaching of literacy and numeracy skills resulting in increased teacher use of data to inform teaching practice leading to improved student engagement and growth. Shift in school culture with the embedding of the YHS values as the foundation, resulting in more consistent conversations and consistent direction of initiatives. Changed processes and structures to support student outcomes through a RAM funded Deputy Principal position, Stage 4 Head Teacher, Head Teacher Engagement, increased SAS positions and increased Student Learning Support Officer (SLSO) positions. The professional learning model continuing, providing teaching staff extra release to engage in continuous, collaborative and applied professional learning to improve student outcomes. People Matter Survey (PMES) staff reported a significant increase in feedback and support in 2022 compared to 2021. Resources to increase equability of resources and services to improve student outcomes such as Stage 6 access to Atomi and Edrolo, whole school access to ClickView, Accelerated reading program, Lexia, Mangahi, and The Resilience Project (TRP) wellbeing program resources and training. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> To continue to engage Stage 4 Head Teacher position ensuring the Stage 4 connected curriculum structure is embedded 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. 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 consolidation of the TRP program across the school and the community so that principles are embedded. Continuation of and further strengthening of the professional learning model is essential to provide the opportunity for collective teacher efficacy. Focus in 2023 is to continue to differentiate staff professional learning and ensure ongoing and effective evaluative practices to measure professional learning impact on student progress and achievement.
<p>Aboriginal background</p> <p>\$89,175.63</p>	<p>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.</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 (Transitions, Cultural Engagement, Communication) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> 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 staff to better support staff in way to better support Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$89,175.63</p>	<ul style="list-style-type: none"> Increasing connection with families post COVID 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 attendance and opportunities to engage with culture. Cultural awareness increased with awareness and celebration events increasing knowledge and understanding of Aboriginal histories and cultures. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> To further strengthen and streamline the PLP process to be a more authentic and collaborative process to include all stakeholders - LST, external supports, staff, students and parents collectively. Increase staff knowledge and understanding of Aboriginal histories and cultures to ensure all students are known valued and cared for and staff are confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students. Continue the role of the executive member to lead the Aboriginal Education team further build capacity and opportunity to create cultural awareness and safety. Provide opportunity for YHS staff to engage in the Stronger Smarter leadership training.
<p>English language proficiency</p> <p>\$9,024.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Young High 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 informed teaching, learning and assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Employment of additional staff to support delivery of targeted initiatives. Additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students 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.</p>
<p>Low level adjustment for disability</p> <p>\$281,443.95</p>	<p>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.</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 informed teaching, learning and assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> 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.

<p>Low level adjustment for disability</p> <p>\$281,443.95</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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. • Streamlined processes to better support student learning outcomes. <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning and support team, the school will continue to provide additional support for identified students through the employment of further SLSO staff to provide small group intervention and support for students in classrooms.</p>
<p>Location</p> <p>\$15,404.95</p>	<p>The location funding allocation is provided to Young High 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"> • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance to support excursions and extracurricular opportunities • Subsidising student excursions to enable all students to participate • Incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • HSC students having access to field trips and study days as transport and other costs were covered to support their attendance. • An increase in student engagement in the annual enrichment excursions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To continue supporting Stage 6 course access and opportunities to increase learning experiences building confidence and prospect. • Continue to subsidise transport to annual enrichment excursions to build ambition and aspiration by exposing students to different environments, people, and cultures allowing more students the opportunity to attend.
<p>Professional learning</p> <p>\$68,009.92</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 High 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 informed teaching, learning and assessment • Highly effective classroom practice • Collaboration - Collective Teacher Efficacy • Building Staff Leadership Capacity - Instructional Leadership • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaged a professional learning coordinator to unpack evidence-based approaches to teach reading and utilise formative assessment effectively in the classroom. • Release for teaching staff for ongoing high impact professional learning • CPI training for all non-teaching staff • Quality Engagement Team online training - Paul Dix "When the Adults Change Everything Changes" to lead and support professional learning and structures across the school. • The Resilience Project (TRP) for executive staff to support and lead the

<p>Professional learning</p> <p>\$68,009.92</p>	<p>implementation of TRP at YHS.</p> <ul style="list-style-type: none"> • Whole staff CPR and anaphylaxis training mandatory training • Choice Theory training for executive staff to lead and support staff in improving student engagement. • Stronger Smarter leadership training for selected executive staff to further embed Aboriginal histories and culture into operations and programs. • Release of staff to engage in the executive review process developing a stronger understanding of evaluative practices. • Various online and face to face professional learning opportunities for staff to lead improved student learning outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Increase in knowledgeable others across the school to lead and support professional learning. • Improved student learning outcomes <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To continue to engage a professional learning coordinator to assist and support faculties with new curriculum professional learning and processes in 2023. • Continue to upskill staff in targeted areas to build capacity to ensure staff have the required knowledge, understanding and skills to perform their role and responsibilities effectively and confidently. • Focus in 2023 is to continue to differentiate staff professional learning and ensure ongoing and effective evaluative practices to measure professional learning impact on student progress and achievement.
<p>COVID ILSP</p> <p>\$269,039.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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 and numeracy • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Small group intervention structures in place across Years 7 - 10 consistently focusing on explicit literacy and numeracy support. • Collection of data from students' exceptional completion of assignments in both Lexia and Manga has been acknowledged through the student reward system- postcards. These have been regularly sent home and positive feedback from students has improved willing application in class. Postcard acknowledgement is aimed at having an impact on improving parental /carer understandings, achievement and home discussion of literacy and numeracy intervention delivered at Young High School. • The opportunity for SLSOs to translate data collected from literacy and numeracy programs has allowed for confident and successful support. Examples from Lexia data include small group delivery of understandings in grammar, simple sentences, delivery of skill builders related to understandings of syllables, capitalization/ punctuation. Examples from Manga data include small group focus on understanding of percentages, units on measurement, modes, mean, time graphs and angles. • Explicit explanation to students of their progress has had an impact on their individual understandings and application in both Lexia and Manga. Presentation of reports one on one with data outlining skill status reports in

<p>COVID ILSP</p> <p>\$269,039.00</p>	<p>comprehension, word study and grammar, units in progress or completed at foundational, intermediate, or advanced level, accuracy, engagement and ongoing action plan for improvement.</p> <ul style="list-style-type: none"> • Classroom teacher support of progress understandings in literacy and numeracy programs has been delivered through class data reports including levels of achievement, assignments completed/attempted with explicit inclusion of specifics of units, percentage completed, accuracy and engagement with recommendations for student acknowledgement through school reward system, SLSO and teacher intervention. Regular professional discussion between classroom teachers and SLSOs have provided a platform supported by data for insightful discussion noting the impact of targeted intervention, ongoing support needed and impact on student learnings in literacy and numeracy programs. • 2022 Year 9 NAPLAN for reading had <ul style="list-style-type: none"> - 20% of students in the top two bands, up from 8% in 2021 and 13% in 2019 - 50% of students in the top three bands, up from 8% in 2021 and 32% in 2019 - 10% students below minimum standard, 50% were below in 2021. • 2022 Year 9 NAPLAN for grammar and punctuation had <ul style="list-style-type: none"> - 30% in the top two bands, up from 9% in 2021 and 6% in 2019 - 50% in the top three bands, up from 18% in 2021 and 6% in 2019 <p>After evaluation, the next steps to support our students will be: To continue to employ staff to support small group intervention. While most staff employed were non-teaching staff in 2022, some teaching staff were employed to lead programs and with teacher shortages these roles had to be adjusted which affected the implementation and effectiveness of some programs. In 2023 non-teaching staff to continue to be employed to implement, monitor, and evaluate literacy and numeracy programs that support small group intervention. A teaching staff member to be employed to support staff, and track data collection. The alignment of Lexia and Stage 5 literacy programs with current school programs and routines resulted in a more collaborative approach and student growth. This will be a focus the school will further consider with the Stage 5 Mangahi numeracy program in 2023. Ongoing professional learning for both teaching and non-teaching staff to further develop skills. The aligned structure has strengthened literacy and numeracy support at YHS and in 2023 further funding from other sources will be provided to further support small group intervention and in-class student support.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Young High 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"> • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engaged a Student Support Officer (SSO) full time at YHS to support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strength-based programs and strategies that build resilience, coping skills and positive relationships. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Support for students in wellbeing, attendance, developing social and emotional skills. • Increased support in transition between schools and post school enrolments • Further support in data collection processes to evaluate and feedback on school-based wellbeing programs such as The Resilience Project, Love Bites and attendance. • Increased targeted strength-based programs and strategies across the school including transition and leadership programs with the local

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>PCYC.</p> <ul style="list-style-type: none"> • Strengthened collaboration with external and other government agencies to support student and their families. • Enhanced support for students and their families to identify and access external services required and that meets their needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue to work flexibly and adapt to changing needs of the school community to provide timely and appropriate wellbeing support. • The Student Support Officer to be a pivotal member of the TRP team and lead aspects and strengthen community links with this program throughout 2023. • Formulate a scope and sequence of key initiatives to ensure students are consistently supported across a range of areas.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	274	278	274	272
Girls	279	278	249	257

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.8	91.9	87.7	85.0
8	89.7	89.4	84.9	80.3
9	85.8	87.7	80.2	79.8
10	84.4	84.2	82.1	73.7
11	85.1	87.4	79.3	84.1
12	84.2	88.9	82.1	80.4
All Years	87.0	88.2	82.9	80.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	3.16	N/A
Employment	5.55	18.95	49.18
TAFE entry	3.33	4.21	9.84
University Entry	N/A	N/A	18.03
Other	3.33	4.21	14.75
Unknown	1.11	N/A	8.20

Year 12 students undertaking vocational or trade training

41.33% of Year 12 students at Young High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Young High School expected to complete Year 12 in 2022 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)	34.5
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.68
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 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	1,399,024
Revenue	10,021,021
Appropriation	9,692,473
Sale of Goods and Services	158,182
Grants and contributions	163,839
Investment income	6,234
Other revenue	293
Expenses	-9,887,544
Employee related	-8,890,667
Operating expenses	-996,877
Surplus / deficit for the year	133,477
Closing Balance	1,532,502

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	89,304
Equity Total	922,439
Equity - Aboriginal	89,176
Equity - Socio-economic	542,795
Equity - Language	9,024
Equity - Disability	281,444
Base Total	7,222,012
Base - Per Capita	138,453
Base - Location	15,405
Base - Other	7,068,154
Other Total	730,707
Grand Total	8,964,462

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

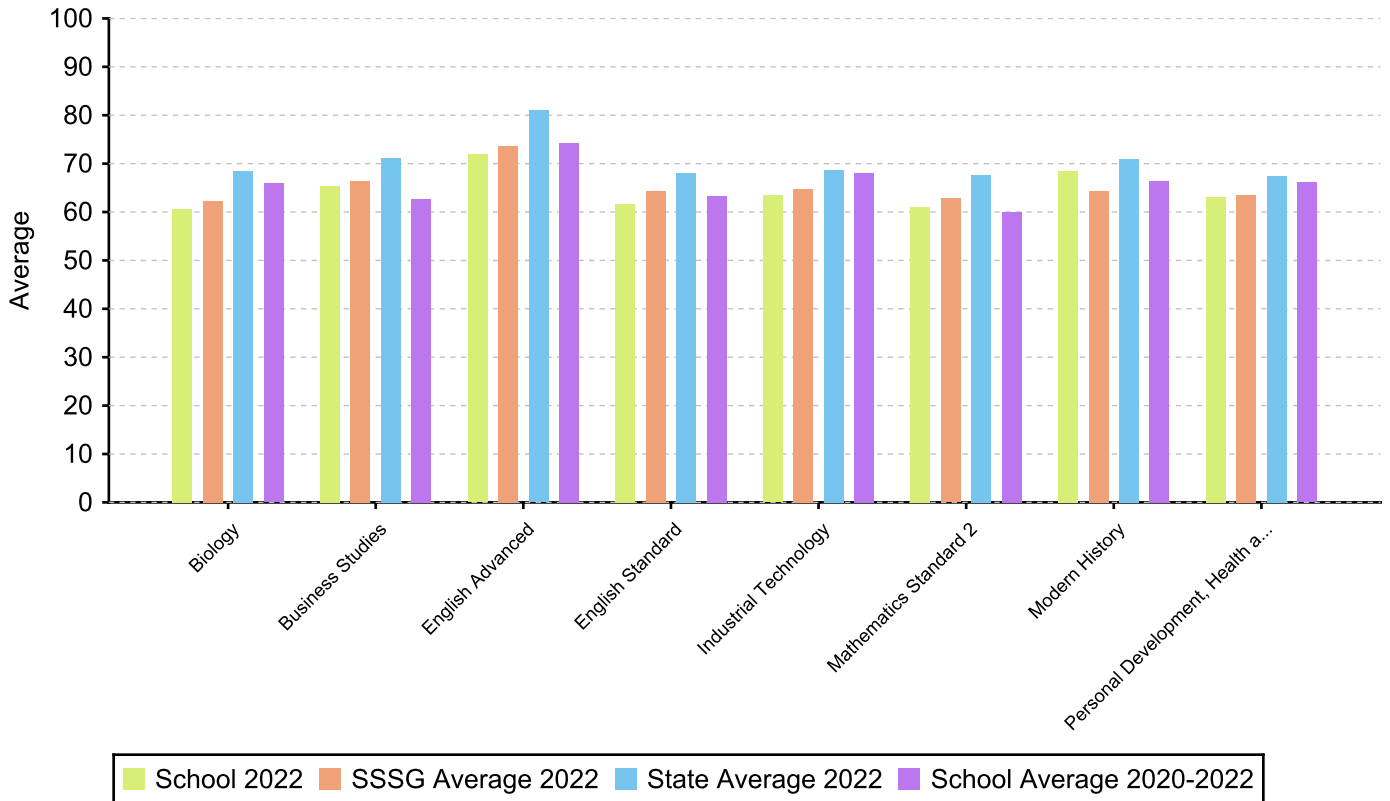
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	60.7	62.2	68.5	65.9
Business Studies	65.3	66.4	71.2	62.6
English Advanced	71.9	73.7	81.0	74.3
English Standard	61.7	64.3	68.1	63.3
Industrial Technology	63.4	64.7	68.6	68.1
Mathematics Standard 2	61.0	62.8	67.6	60.0
Modern History	68.4	64.3	70.9	66.4
Personal Development, Health and Physical Education	63.1	63.5	67.5	66.1

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, the Resilience Project Youth Survey and the Executive Evaluation and internally designed surveys to seek feedback from parents, students and staff about the school. Results of these surveys across the school community indicate:

Strengths across the school:

Parent feedback

- Parents indicated they support learning at home which is above the state average and an increase from 2021 TTFM data.
- Parents strongly support and agree that VET/TAFE provides good opportunities for their child.
- The school is seen as inclusive and caring by most parents.
- Parents of children who access Aurora College are appreciative of its contribution to their child's enrolment at Young HS.
- Parents value and appreciate that the school gives high attention to student wellbeing.
- Most parents see the transition process from Year 6 to Year 7 is effective and helpful to ensuring a positive start to high school.
- Positive parent comments regarding the Support Unit, its care for attending students and readiness of all staff to warmly guide students and welcome parents was identified in the executive evaluation process.
- Those parents who attend P&C see its value and appreciate the principal and others who give so much time and effort.
- Parents find teachers friendly, approachable, and hardworking and believe that students at YHS have strong positive relationships with staff and are provided with many opportunities.
- Parent perception of school facilities is satisfactory with most parents indicating the school is well maintained and welcoming.
- Parents indicated that they are pleased with the availability of subjects the school offers their child.
- Parents indicated an increase in attending meetings or social functions at the school from 2021 to 2022 as indicated in the TTFM survey data.
- Parents identified the school's administrative staff as helpful when they have a question or problem which is in line with state average of the TTFM survey.

Student feedback:

- Aboriginal students at Young High School indicated they feel good about their culture.
- Students identify advocacy at school which refers to the support received from adults in the school as positive.
- 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 participate in extracurricular opportunities across the school which supports the holistic development of students, creating a sense of belonging.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students identified that important concepts are taught well and class time is used efficiently and was in line with state average from TTFM survey data.
- Many students, particularly those in Stages 5 and 6, are aspirational regarding the careers they wish to take up post-school. 65% of students plan to finish Year 12 which is an increase from 2021 TTFM survey data.
- Student identified teachers generally have positive relationships with their students, and they encourage and assist them to achieve well.
- Older students recognise the variety of courses available to them and that learning is central to coming to YHS.
- Stage 6 students feel they are treated more as mature young adults as they move into stage 6 curriculum. They see the school as inclusive with all learners catered for.
- Student leaders expressed positive views about the school and the opportunities it offers to all students.

Staff feedback

- 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 indicated they feel supported during stressful times.
- Teachers feel there has been some positive increase in parent involvement through effective communication methods.
- Teachers indicate they set high expectations, clear expectations for classroom behaviour and learning goals for lessons.
- Majority of teachers believe Young High School is a welcoming and culturally safe place for all students.
- Staff indicated through the PMES that the school is making improvements to meet future challenges.
- Staff engagement and feeling inspired to do the best in their job increased in 2022 as indicated by the PMES

survey data.

- Staff feel empowered to make the decisions needed to assist students and colleagues.

Area for future development:

- Students, parents and staff indicated that more attention is needed to community interaction and to work at improving the image and presence of the school in the community.
- Some parents believe a school policy and procedures around student mobile phones is needed, particularly in relation to phones in classrooms and playground. In 2023 the school will move to a phone free school through the implementation of Yonder pouches.
- Parents would appreciate stronger and more consistent communication from teachers. There has been further embedding the Sentral Parent Portal to facilitate communication with families. This process to continue to be a focus in 2023 to strengthen its use and effectiveness for staff, students, and parents.
- Focus on further 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.
- Focus on embedding the TRP program that supports student resilience and empathy to assist in minimising bullying incidents across the school and encourage a growth mindset, increase perseverance and academic buoyancy levels of students.
- Strengthen the focus on building aspirational thinking for all students particularly stage 4 students.
- Build on current recognition systems and processes for staff and students ensuring consistency and all aspects are recognised.
- Improve the consistency of school uniform to increase student sense of belonging and pride in wearing school uniform.

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.