

2023 Annual Report

Young High School



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Introduction

The Annual Report for 2023 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

Aboriginal background

English language proficiency

Low level adjustment for disability

Integration funding support

Professional learning

Summary of progress

Data informed teaching, learning and assessment

In 2023, Young High School (YHS) placed a strong emphasis on collaborative teaching across various faculties, with the allocation of Student Learning Support Officers (SLSOs) to work alongside classroom teachers. The primary role of these co-educators was to assist in various capacities, including monitoring student work, tracking learning data, addressing behavioural issues, and providing support to students at risk. Through collaborative efforts, data was utilised to tailor interventions and plan future learning experiences to maximise student outcomes. Co-educators were assigned specific literacy and numeracy programs across the school. Small group intervention was prioritised through the Lexia (literacy), Mangahi (numeracy), accelerated reading, spelling, handwriting and Stage 4 numeracy extension programs with data leading to notable improvements in student achievement and engagement.

In 2023, the Stage 5 assessment structure was introduced, emphasising formative assessment and ongoing data collection. While some faculties demonstrated effective data practices fostering collective teacher responsibility for student learning, others required further professional development and support.

Throughout 2023, the analysis of data from formal assessments such as HSC, NAPLAN, Minimum Standards, and Check-in Assessment improved, aiding in informed teaching and learning practices.

Looking ahead to 2024, YHS aims to build upon the concepts introduced in 2023 and implement interventions across additional faculty areas to maximise student learning outcomes. This includes establishing routines for collecting, recording, and utilising data as a regular part of teaching practice in Stage 5, providing time for collaborative data analysis to evaluate student progress, and further professional development in data analysis to establish connections between different data sources. Triangulating internal and external data sources will be emphasised to develop a comprehensive understanding of student progress in 2024.

Highly effective classroom practice

In 2023, Young High School (YHS) continued its implementation of the Connected Curriculum (CC) model, an integrated approach to curriculum planning, delivery, and assessment in Stage 4. Structures and programs were firmly embedded across Stage 4, with a focus on enhancing professional learning around explicit teaching techniques and aligning teaching and learning programs with desired outcomes and indicators. The increased allocation of executive resources to the Head Teacher Stage 4 Student Engagement further facilitated this initiative. Emphasis was placed on documenting student progress through ongoing formative assessment using learning progressions, with a particular emphasis on breakout classes and connected curriculum classes. Collaborative efforts, supported by the Stage 4 learning pod structure, aimed to strengthen reflective practices and ensure consistent and comprehensive data collection to inform teaching practices.

In 2023, the introduction of the Stage 5 assessment structure aimed to streamline and integrate skills across Key Learning Areas (KLAs) by adhering to the stage 5 milestone scope and sequence. This structure emphasised backward

mapping, ongoing formative assessment, and data collection to guide instructional planning. While successful implementation was observed in some faculties, consistency across faculties remained a challenge.

Stage 6 HSC higher leverage strategies professional learning (PL) sessions continued to be accessed by select Stage 6 teachers in 2023, providing valuable opportunities for reflection on assessment design and the cultivation of critical thinking skills among students.

Looking ahead to 2024, addressing inconsistencies in the Stage 5 assessment structure across the school will be a priority. Explicit guidelines and structured professional learning sessions will be implemented to support staff understanding and application of formative and summative assessment strategies. Additionally, skill-building sessions will be introduced into the Stage 5 curriculum to further enhance student learning experiences.

Efforts will also focus on embedding the YHS Stage 6 strategy, with a particular emphasis on leveraging online teaching and learning platforms and utilising effective data analysis to inform teaching practices and enhance higher leverage strategies.

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><i>HSC Achievement</i></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>38.6% of students attained results in the top three bands demonstrating progress toward the lower bound target.</p>
<p><i>HSC Data</i></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 was 11.5% which did not meet lower bound target of 48.9%.</p>
<p><i>HSC Minimum Standards</i></p> <p>An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.</p>	<p>HSC Minimum Standard achievement has increased from 2022 with 100% of the student cohort achieving the minimum standard.</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

Low level adjustment for disability
Socio-economic background
Professional learning

Summary of progress

Collaboration - Collective Teacher Efficacy

In 2023, Young High School (YHS) sustained its commitment to collaborative systems, structures, and processes. The professional learning model persisted, affording teaching staff additional release time for continuous, collaborative, and applied professional development aimed at enhancing student outcomes and facilitating the preparation and implementation of new curriculums. This culture of professional sharing, dialogue, experimentation, and critique continued to flourish across all faculties, as evidenced by the People Matter Employee Survey (PMES), which indicated an 11% increase in teamwork and collaboration compared to the previous year. Furthermore, the staff Tell Them from Me survey results showed an uptick in strategies for teacher collaboration.

Learning Pod meetings remained a cornerstone of professional development for stage 4 staff, with Year 8 Science teachers also joining in 2023. These sessions provided stage 4 staff with support to engage in reflective practice and strengthen formative assessment practices using the learn, do, reflect model. Supported by the Stage 4 Student Engagement Head Teacher, staff participated in effective reflective practices, aligning formative assessment with learning progressions and syllabus outcomes. The professional learning encompassed observation, coaching, mentoring, co-planning, and co-teaching to refine teaching practices in Stage 4 classrooms, resulting in notable achievements in student numeracy and reading.

The whole school meeting structure, including faculty meetings, cross-faculty meetings, and school team meetings, became deeply ingrained at YHS in 2023, with a focus on key areas aligned with system and school goals. These meetings provided fertile ground for collaborative practices that supported teachers and fostered a sense of community working towards common goals through the exchange of practice, knowledge, and problem-solving. Noteworthy focus areas in 2023 included wellbeing, school procedures and guidelines, assessment, and engagement, with specific teams dedicated to informing, supporting, and building the capacity of staff in these domains.

In 2024, it is imperative to continue and enhance the professional learning model to foster collective teacher efficacy. The primary focus will be on refining staff professional learning to better suit individual needs and implementing effective evaluative practices to assess the impact of professional learning on student progress and achievement. The school meeting structure will be expanded to include dedicated time throughout the academic year to systematically monitor student progress, thereby ensuring high levels of achievement for all students. The goal for 2024 is to provide teachers with opportunities to collaborate in analysing student data and their impact, regularly reflecting on effective strategies, and identifying areas for refinement and improvement.

Building Staff leadership capacity - Instructional Leadership

In 2023, Young High School (YHS) undertook a slight restructuring of Executive Roles and Responsibilities to place a sharper emphasis on Instructional and Enabling Leadership, aligning with the principles of Teaching, Learning, and Leading Excellence as outlined in the School Excellence Framework. This realignment of leadership roles allowed for targeted focus on strategic areas such as assessment, wellbeing, engagement, literacy, and numeracy, empowering leaders to drive meaningful change within the school community. The People Matter Employee Survey (PMES) of 2023 revealed a notable increase in staff perception of purpose and enrichment, with an 11% rise in staff acknowledging clear

communication from managers regarding their role's contribution to the organisation's purpose.

Furthermore, efforts to cultivate a high-performance culture were sustained throughout 2023 through initiatives such as the collaborative performance development plan (PDP) process, the continuation of the beginning teacher program, and the extension of a funded Deputy Principal position along with the Stage 4 Head Teacher Student Engagement role. Professional learning activities were strategically aligned with the objectives outlined in the Strategic Improvement Plan (SIP), faculty goals, and staff needs, with a primary focus on enhancing instructional practices to improve teacher effectiveness and promote ongoing teacher learning.

Additionally, the drafting of the YHS Teaching and Learning Charter in 2023 marked a significant step towards establishing a shared vision and guiding principles for teaching and learning practices within the school community. As this document undergoes further refinement in 2024, it is poised to serve as a comprehensive framework that unifies stakeholders-including teachers, students, parents, and administrators-around common expectations, goals, and values related to education at YHS, ultimately fostering a collaborative and purpose-driven learning environment.

In 2024, the next steps include a need to establish stronger role statements for executive and whole school roles to ensure that all staff have clear visibility of available opportunities within the school. Additionally, there will be a focus by the school executive team on ensuring a consistent evaluation of staff improvement in learning and growth, aligning it with the strategic improvement plan.

Strategic development of executive staff as instructional leaders will be prioritised, utilising evaluative approaches to data, learning, and teaching to facilitate the professional growth of every teacher. This approach will include fostering conversations for improvement to lead to enhanced practice in every classroom.

Furthermore, the development of an online platform for school policy and procedure documents is deemed necessary to strengthen clarity, consistency, and efficiency across all aspects of the school. The aim of this platform is to empower staff members to take ownership of their roles and responsibilities by providing clear guidance and support from school administration, ultimately increasing their confidence in carrying out their duties effectively.

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>Tell Them From Me (TTFM) 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>The data from the Tell Them from Me (TTFM) teacher survey shows a 2% increase in teacher collaboration, reaching 70% in 2023. Similarly, in the realm of leadership driving student outcomes, the TTFM teacher survey indicates a 2% rise from 2022, now standing at 63%.</p> <p>The data from the Tell Them from Me (TTFM) student survey shows there has been a 1% increase in the percentage of students indicating relevance and rigor, now at 52% in 2023. Additionally, in the domain of intellectual engagement, the TTFM student survey reveals a 3% increase from 2022, reaching 37%.</p>
<p>Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>The Check- in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 3% compared with Years 7 and 9 in 2022.</p>
<p>Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>The Check- in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 1% compared with Years 7 and 9 in 2022.</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

Low level adjustment for disability

Location

Professional learning

Integration funding support

Aboriginal background

Summary of progress

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

In 2023, YHS continued its Connect, Succeed, and Thrive (CST) pastoral care structure, alongside The Resilience Project (TRP) program for students from Year 7 to 12. TRP offered emotionally engaging programs and evidence-based wellbeing strategies, enhancing resilience among students. YHS collaborated with Young North Public School (YNPS) to integrate TRP into the community through themed GEM (Gratitude, Empathy, and Mindfulness) days.

Whole school attendance remained a priority, with strengthened structures and processes. The attendance coordinator role continued to monitor attendance, supported by Student Learning Support Officers conducting regular check-ins with CST classes.

Introducing a phone-free policy using Yonder pouches proved successful in minimising distractions, enhancing student focus, and reducing cyberbullying incidents.

Investment in learning environments and resources continued, culminating in the completion of the new Hilltops Young High School Library, providing state-of-the-art facilities for students.

The Quality Engagement Team (QET) and House Head Teachers (HHT) collaborated to implement responsive classroom management strategies, resulting in a decline in suspension rates and increased staff proficiency in preventative classroom management techniques. Ongoing professional development is planned to further embed these practices in classrooms in 2024.

Student engagement improved throughout 2023, as indicated by Tell Them from Me (TTFM) survey data, showing increases in advocacy, sense of belonging, and expectations for success.

As YHS progresses into 2024, several initiatives are planned to be implemented and/or continued. The school aims to further integrate The Resilience Project (TRP) into the school community by enhancing student involvement and voice through termly themed GEM days. Additionally, YHS will maintain its phone-free policy using Yonder pouches to minimise distractions and foster student focus throughout the school day. Choice Theory training will be provided for all staff members to strengthen behaviour management structures and reinforce existing strategies. YHS will continue its efforts in upgrading and refurbishing facilities across the school, with a particular focus on enhancing two Science labs in 2024.

Community Engagement (Transitions, Cultural Engagement, Communication)

Throughout 2023, Young High School (YHS) witnessed notable advancements in community engagement initiatives. The increased use of the Sentral Parent Portal facilitated enhanced communication between teaching staff and parents/caregivers regarding students' progress, streamlining the distribution of essential information. Concurrently, YHS

experienced heightened engagement with the school community through Facebook, evidenced by a substantial increase in Facebook reach, reactions to posts, followers, and interactions, reflecting a positive trend in community interaction.

Transition programs for Stage 3 to Stage 4 underwent restructuring, resulting in a more efficient and effective framework. By merging the existing linkages program and orientation day structure, YHS provided a comprehensive high school experience, optimising student engagement and facilitating data collection in literacy and numeracy. The well-attended open afternoon garnered overwhelmingly positive feedback from prospective students, parents/caregivers, and the broader community, highlighting the success of the revamped transition initiatives.

In collaboration with Young Tafe and Compact, YHS spearheaded the metals immersion program, offering Stage 5 students' valuable opportunities for workplace and training engagement. This initiative, facilitated by merit selection, allowed students to undertake a metal and engineering short course at Young TAFE, subsequently gaining practical experience in local industries. The program notably improved student engagement, with some participants securing employment as a direct outcome.

Additionally, students benefitted from the Get Back in the Game (GBITG) program, which supported disengaged young people in remaining connected to education or transitioning to employment or training. Throughout 2023, engagement with GBITG led to increased student involvement in school activities, training, or employment, with approximately 70% of referred students successfully reengaging with school or accessing alternative pathways.

Moreover, staff at YHS participated in professional learning opportunities on country, enriching their understanding of Aboriginal history and culture. Furthermore, the Boys to the Bush boys' program at YHS continued to offer students mentorship opportunities, aiding in reengagement with school or the workforce. These initiatives collectively underscore YHS's commitment to fostering community engagement and enhancing educational outcomes for all stakeholders.

In 2024, the next steps include the formation of a community action plan aimed at enhancing communication, promotion, and efforts focused on increasing community engagement. This initiative seeks to foster a more positive attitude towards enrolment at YHS. Additionally, there will be a continued emphasis on the Sentral parent portal, with plans for further staff professional learning (PL) sessions and parent information sessions to enhance communication and maximise the effectiveness of the portal. Furthermore, the implementation of School Bytes is planned for 2024 to streamline finances and excursions for students, staff, and parents/carers. The school will also prioritise strengthening cultural connections and building upon the middle years transition, with a focus on facilitating regular school visits between YHS and local partner primary schools and providing professional learning and planning opportunities for Stage 3 and Stage 4 educators.

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>Attendance</p> <p>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%</p>	<p>The number of students attending greater than 90% of the time or more has increased by 3% from 2022 to be at 29.6%.</p>
<p>Wellbeing</p> <p>Improvement in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school through the TTFM survey to be above the school's system-negotiated lower bound target of 60.4%</p>	<p>81% of students indicate a positive sense of wellbeing (expectations for success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,532.00</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 • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Every eligible student has shown advancement towards their personalised learning objectives. All Individual Education Plans (IEPs) were consistently reviewed and adjusted to accommodate student learning requirements and progress, ensuring personalised learning and assistance were provided to eligible students within their respective classrooms.</p> <p>After evaluation, the next steps to support our students will be: To involve integrating funding decisions formally into the agenda of learning and support team meetings. This measure aims to ensure regular review of funding allocation. Additionally, the utilisation of integration funding will be adapted throughout the year in accordance with students' Individual Education Plan (IEP) reviews, ensuring that funding is directed towards addressing each student's specific support requirements.</p>
<p>Socio-economic background</p> <p>\$500,827.87</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) • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support wellbeing and attendance programs. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: * Enhanced attendance tracking and monitoring procedures benefiting all students. * Heightened participation in various well-being initiatives including The Resilience Project (TRP), Rock and Water, Drumbeat, The YHS Re-Cycle bike program, Boys to the Bush, YHS girls craft group, and GEM Days.</p>

<p>Socio-economic background</p> <p>\$500,827.87</p>	<p>Analysis from the Tell Them from Me data demonstrates an uptick in students' sense of belonging, school advocacy, and expectations for success in 2023 compared to 2022.</p> <ul style="list-style-type: none"> * Continued implementation of the Connected Curriculum framework in Stage 4, with a dedicated emphasis on formative assessment practices, explicit teaching of literacy and numeracy skills, resulting in increased utilisation of data by teachers to inform instructional strategies, thereby enhancing student engagement and growth. * Establishment and continuation of streamlined processes and organisational structures to bolster student outcomes, facilitated by the addition of a RAM funded Deputy Principal position, Stage 4 Head Teacher, Head Teacher Student Engagement, as well as augmented SAS and Student Learning Support Officer (SLSO) positions. * Provision of resources aimed at fostering equity in access to educational tools and services, including Stage 6 access to Atomi and laptops, school-wide access to ClickView, the Accelerated Reading program, Lexia, Mangahi, and resources/training for The Resilience Project (TRP) well-being program. * Continuation of a Professional Learning (PL) model and opportunities for staff to engage in collaborative and applied professional development, resulting in a notable increase in teamwork and collaboration among staff members according to the People Matter Employee Survey (PMES) in 2023 compared to 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Sustaining the involvement of the Stage 4 Head Teacher role to fortify and integrate the connected curriculum framework and transition protocols. * Allocating additional resources to prioritise explicit literacy and numeracy instruction, alongside enhancing formative assessment data collection through the recruitment and training of additional Student Learning Support Officer (SLSO) staff. * Addressing the inconsistency in attendance rates among students in the equity cohort by maintaining support for the attendance coordinator role and implementing effective attendance strategies. * Continuing the implementation of The Resilience Project (TRP) program throughout the school and community, ensuring its principles are integrated across all curriculum areas to foster student resilience and well-being. * Emphasising the cultivation and integration of collaborative practices throughout the school community. * Sustaining the provision of learning resources to facilitate and enrich learning opportunities, promoting student achievement across all stages.
<p>Aboriginal background</p> <p>\$89,682.28</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"> • Data informed teaching, learning and assessment • Community Engagement (Transitions, Cultural Engagement, Communication) • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: There has been a modest rise in the participation of Aboriginal families in the Personalised Learning Pathways (PLP) process. Crucially, conversations have become more authentic and sincere due to the welcoming and informal environment fostered. According to Tell Them from Me data, 62% of Aboriginal students feel positively about their culture while</p>

<p>Aboriginal background</p> <p>\$89,682.28</p>	<p>at school, and 54% believe their teachers possess a good understanding of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Enhancing cultural awareness and safety within the school through a robust emphasis on whole-school cultural activities and celebrations led by students, alongside providing professional development opportunities for staff to incorporate Aboriginal perspectives into teaching and learning programs. * Reinforcing the Personalised Learning Pathways (PLP) process to augment family engagement and ensure observable learning growth by explicitly incorporating literacy and numeracy goals.
<p>English language proficiency</p> <p>\$19,921.94</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 • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact:</p> <p>All eligible students demonstrated 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> <ul style="list-style-type: none"> * 100% of students in Year 10 achieved minimum standards in reading, 83% in numeracy, 60% of students in year 10 in writing. * 38% of year 9 students were above the state average for check in assessment reading and numeracy. * 70% of stage 4 students were above the state average for check in assessment in reading. * 40% of stage 4 students were above the state average for check in assessment in numeracy. <p>After evaluation, the next steps to support our students will be:</p> <p>To enhance the influence of the support staff in aiding eligible students through small group interventions, while also assisting with learning and assessment activities and reinforcing explicit teaching methods.</p>
<p>Low level adjustment for disability</p> <p>\$384,992.42</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 • Collaboration - Collective Teacher Efficacy • Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance) • Other funded activities <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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Student achievement in expected growth in NAPLAN remains unchanged.

<p>Low level adjustment for disability</p> <p>\$384,992.42</p>	<p>* The school's value-added results have remained steady, demonstrating consistent delivery.</p> <p>* A more uniform approach to student learning support and interventions has been achieved, evidenced by an increase in learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: Expanding the impact of the Learning and Support Team. The school will enhance support for identified students by employing trained School Learning Support Officers (SLSOs) and Paraprofessionals.</p>
<p>Location</p> <p>\$15,641.97</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) • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased student engagement in excursions with an increase in students attending the year group excursions from 2022. * Students learning about new cultures, customs and traditions fostering a sense of respect and tolerance for different ways of life. * Strengthened and reinforced personal development. <p>After evaluation, the next steps to support our students will be: To sustain access to excursions to overcome isolation and mitigate socioeconomic disadvantage. This aims to enhance hands-on learning experiences, practical knowledge, exposure to new cultural contexts, and the development of social skills. Moreover, it aims to broaden students' horizons, offering them a window of opportunity to explore diverse career paths and make informed choices.</p>
<p>Professional learning</p> <p>\$73,686.05</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 • 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 initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Enhanced staff cultural awareness through whole-staff engagement in On Country songline experiences. * Implementation of teaching and learning programs aligned with the new curriculum, focusing on assessment and data utilisation.

<p>Professional learning</p> <p>\$73,686.05</p>	<ul style="list-style-type: none"> * Professional development initiative targeting executive staff leadership skills to build staff capacity through effective reflection. * Enhanced understanding of student progress through regular learning pod meetings and mapping student achievement against learning progressions. * Introduction of the Rock and Water wellbeing program for students, facilitated by trained staff. * Streamlined administrative procedures to improve workflow efficiency. * Improved understanding of restorative practices, leading to increased implementation of restorative conversations in managing student behavior. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Implement personalised and targeted professional learning in ICT, assessment, and data utilisation through regular meetings, mentoring, and co-teaching. * Enhance the Professional Development Plan (PDP) process and ensure regular feedback to staff for their development and success within the school. * Conduct whole-school professional learning in Choice Theory to streamline school processes and expectations, laying the groundwork for future learning in wellbeing and behavior management.
<p>COVID ILSP</p> <p>\$201,504.27</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 2023.</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 <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, merits, parent Sentral portal and school Facebook page. These have been regularly sent home and positive feedback from students has improved willing application in class. Postcard and parent portal 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, capitalisation/ 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 comprehension, word study and grammar, units in progress or completed at foundational, intermediate, or advanced level, accuracy, engagement and ongoing action plan for improvement. • 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

<p>COVID ILSP \$201,504.27</p>	<p>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.</p> <p>* Reading and Numeracy Check in Data: - Year 7 & 8 cohorts were both above SSSG in both reading and numeracy.</p> <p>* 2023 Year 9 NAPLAN: - 51% of students were strong to exceeding in grammar and punctuation with 43% above the national average. - 60% of students were strong to exceeding in spelling with 41% above the national spelling average. - 46% of students were strong to exceeding in writing with 44% above the national average. - 44% of students were strong to exceeding in reading with 28% above the national average. - 46% of students were strong to exceeding in numeracy with 25% above the national average.</p> <p>* Year 10 Minimum Standards: - 88% of students achieved minimum standards in reading. - 74% of students achieved minimum standards in numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2024 non-teaching staff to continue to be employed to implement, monitor, and evaluate literacy and numeracy programs that support small group intervention. The alignment of Lexia, Accelerated Reading program 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 implementation of the Maths Space numeracy program and the milestone assessment and program in 2024. Ongoing professional learning for both teaching and non-teaching staff to further develop skills will continue to be focus areas. The aligned structure has strengthened literacy and numeracy support at YHS and in 2024 further funding from other sources will be provided to further support small group intervention and in-class student support.</p>
<p>Student Support Officer \$99,516.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Improved attendance among targeted students by addressing underlying issues. * Acquisition of wellbeing grants to enhance student engagement programs. * Strengthened community ties for increased student and family involvement. * Elevated student advocacy, sense of belonging, and expectations of

Student Support Officer

\$99,516.00

success.

* Consistent facilitation of referrals to external support agencies.

* Enhanced crisis intervention protocols for more effective and coordinated responses.

After evaluation, the next steps to support our students will be:

* Developing long-term sustainable plans to maintain positive impacts.

* Establishing clear role descriptions and responsibilities to ensure sustainability and prevent burnout.

* Collecting feedback from families, external support agencies, staff, and students to identify areas for improvement.

* Collaborating with other schools or educational institutions to share best practices for supporting student well-being.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	278	274	272	267
Girls	278	249	257	261

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.9	87.7	85.0	85.3
8	89.4	84.9	80.3	82.0
9	87.7	80.2	79.8	80.1
10	84.2	82.1	73.7	80.9
11	87.4	79.3	84.1	79.0
12	88.9	82.1	80.4	84.2
All Years	88.2	82.9	80.4	82.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	3
Employment	14	17	48
TAFE entry	4	8	6
University Entry	0	0	18
Other	5	3	0
Unknown	0	8	24

Year 12 students undertaking vocational or trade training

49.25% of Year 12 students at Young High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

90.5% of all Year 12 students at Young High School expected to complete Year 12 in 2023 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)	36.3
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	15.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,532,468.34
Revenue	10,590,744.11
Appropriation	10,194,600.18
Sale of Goods and Services	165,699.11
Grants and contributions	207,127.89
Investment income	22,441.82
Other revenue	875.11
Expenses	-10,568,072.03
Employee related	-8,826,595.40
Operating expenses	-1,741,476.63
Surplus / deficit for the year	22,672.08
Closing Balance	1,555,140.42

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.

	2023 SBAR Adjustments (\$)
Targeted Total	134,179
Equity Total	995,425
Equity - Aboriginal	89,682
Equity - Socio-economic	500,828
Equity - Language	19,922
Equity - Disability	384,992
Base Total	7,685,721
Base - Per Capita	144,392
Base - Location	15,642
Base - Other	7,525,687
Other Total	868,547
Grand Total	9,683,872

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

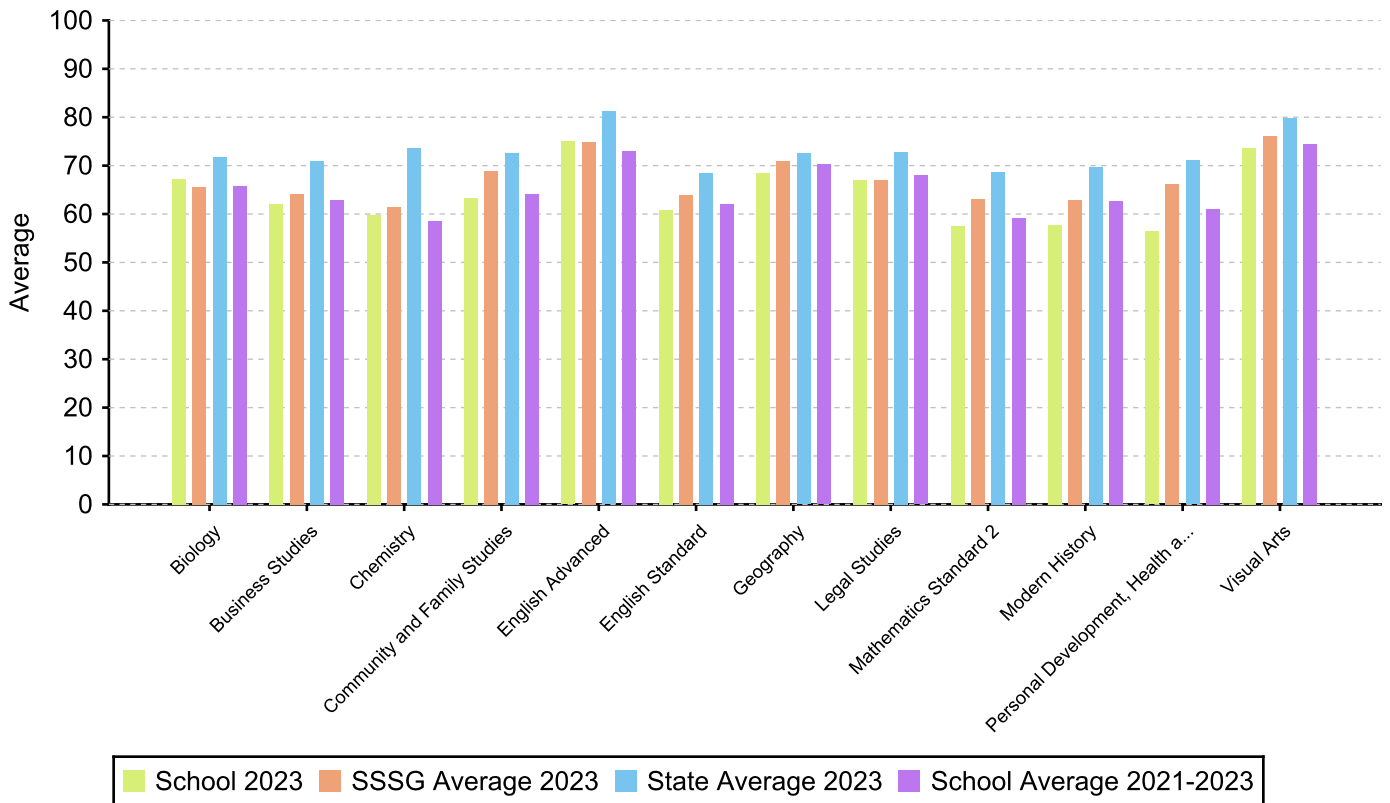
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	67.2	65.5	71.8	65.8
Business Studies	62.1	64.1	70.9	63.0
Chemistry	59.8	61.4	73.7	58.5
Community and Family Studies	63.3	68.9	72.7	64.2
English Advanced	75.0	74.9	81.2	73.1
English Standard	60.8	63.9	68.5	62.1
Geography	68.4	71.0	72.5	70.2
Legal Studies	67.1	67.1	72.9	67.9
Mathematics Standard 2	57.6	63.1	68.7	59.2
Modern History	57.8	62.8	69.6	62.6
Personal Development, Health and Physical Education	56.4	66.2	71.0	61.1
Visual Arts	73.7	76.2	79.8	74.4

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 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:

- Many parents find the transition process from year 6 to year 7 effective, ensuring a positive start to high school.
- The majority of parents value the stage 5 to 6 meeting for subject selections, aiding informed decisions.
- Parents of Aurora College students appreciate its role in their child's enrolment at Young High School.
- Parent perception of school facilities improved with the opening of the new community shared library and educational spaces in 2023.
- Parents indicated their child prefers hands-on learning and appreciate courses that offer this style.
- Parents indicated they are actively supporting learning at home.
- Majority of parents appreciate and support the introduction of Yonda phone pouches in 2023.

Student feedback:

- Students recognise that the school's culture fosters high expectations.
- According to the Tell Them from Me (TTFM) survey, students note an increase in the use of explicit teaching practices school wide.
- In 2023, students reported an enhanced positive learning climate, with improvements in well-managed learning environments and well-planned teaching to facilitate productive learning.
- Students perceive that teachers generally maintain positive relationships with them and offer encouragement and assistance to achieve success.
- Participation in extracurricular activities throughout the school supports holistic student development and fosters a sense of belonging.
- Students understand the clear rules and expectations regarding classroom behaviour.
- The TTFM survey indicates an increase in students' sense of belonging and school connectedness.
- Most students report an increase in expectations for academic success, indicating that teachers value academic achievement and maintain high expectations for all students.
- Students note an increase in advocacy within the school compared to previous years.

Staff feedback:

- Staff note increased collaboration compared to previous years, particularly in discussions aimed at enhancing student engagement.
- There's an improvement in staff's utilisation of assessment, especially in providing diverse examples of graded work.
- Teachers are increasingly employing data strategies, particularly using assessments to identify areas of student difficulty.
- The use of effective feedback strategies has risen, notably in providing written feedback to students weekly and feedback that aids in goal achievement.
- Teachers indicate they are demonstrating higher expectations, assisting students in setting challenging goals and discussing learning objectives in most classes.
- The People Matter Employee Survey reveals a significant improvement in staff confidence to innovate and take risks in their work.
- Staff report notable enhancements in staff recognition, role clarity, and support.

Areas of improvement across the school

- There is a desire among students, staff, and parents for a greater focus on uniform and potential uniform changes at YHS to enhance the sense of belonging and pride associated with wearing the school uniform.
- According to the Tell Them from Me (TTFM) survey, students express a desire for more consistent and regular check-ins from their teachers during class time.
- Students feel that while some teachers provide examples or exemplars, this practice is not consistent across all areas, and they would appreciate more uniformity in this regard.
- Despite improvements in positive learning environments in 2023, students believe there is still room for improvement in managing disengaged and poorly behaved students in the classroom.
- There is a need to strengthen efforts in fostering aspirational thinking among all students, particularly those in stage 4.
- Staff identified further focus should be on enhancing feedback and performance management, role clarity and support, and health and safety for staff through effective communication, professional development, and clear school structures and processes.

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.